

# Educational Supplement

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## PLATFORM

Max Morris explains how Tory and Labour ministers of the early 1960s laid the ground for Kenneth Baker's current attempt to dismantle the teachers' pay negotiating machinery

# Origins of the specious

For the Secretary of State to wish to repeal the Remuneration of Teachers Act and for the mandarins at the DES to be so determined on its destruction wryly calls to mind some of the controversies surrounding its genesis.

Ministerial attempts to impose settlements are, of course, nothing new in the history of teachers' salary negotiations. But it was the circumstances of the 1961 pay pause ordered by Harold Macmillan's then Chancellor, Selwyn Lloyd, that sparked off the train of events that culminated in the 1965 Act. The teachers' leaders accepted an offer of £47.5 million from the employers in spite of a National Union of Teachers' conference refusal of this figure. To their consternation, Sir David Eccles, the Education Minister, rejected the agreement, standing firm on the pay pause and a figure of £42.5 million. He also proposed destroying the established negotiating machinery in which the Minister had no integral place and replacing it by a Government-controlled body. The £5 million offer, unsurprisingly, left untouched increases in differential payments.

The subsequent events were traumatic both for the NUT and for the Government. The NUT decision to operate sanctions – which was never carried out – and the repercussions this reversal had on the union, is a separate story. But the Government suffered a severe and unprecedented blow of the Tory Party Conference when its education policy, presented by Eccles, was defeated. The delegates, traditionally loyal to Ministers under fire from the outside, made it clear they were acting under the strongest pressure from teachers, many of them active Tory workers, who were in open revolt against the party.

Eccles was, however, saved by an unexpected Burnham agreement to accept the reduced global figure, in return for some worthless promises for the future. The proposals on Burnham were dropped – for the time being. The story moves on a couple of years to 1963 with a different Ministerial team, when a Minister of the "Hog-Boyle" type, the Minister responsible, interfered in the most possible way by refusing to accept a provisional agreement reached in Burnham. He was prepared to accept the global sum which he bizarrely described as "generous", but insisted on amendments to its distribution, the most obvious of which was reducing the starting salary. There were other changes, too, at the expense of young teachers and the low paid, all of which were opposed both by the L.E.A.s and the teachers' unions, except for the heads. Unmoved, Boyle announced his own scales.

The Government now felt it safe to resuscitate its plans for a "reformed" Burnham and in 1964 tabled the Remuneration of Teachers Bill. Its essential features were two. First the DES would become an integral part of the



Lord Hailsham (then known as Quintin Hogg) and Sir Edward Boyle: leading architects of the 1964 Burnham reforms

management panel, with a weighted vote which would give it an overwhelming say in any management proposals as well as in any reaction to proposals from the teachers' panel. Second, a system of arbitration was introduced which could be activated by either side unilaterally in the event of a breakdown in negotiations.

There was some confusion among the teachers about the Government entering Burnham. Some argued that they might as well be in since they had the controlling voice over the money anyway; but many of us thought this a shortsighted view, since it prevented any really independent negotiations with the employers. In the event, the NUT came down against the Government's entry into Burnham. On the second proposal there was no objection – or least none officially expressed: the majority of the teachers wanted an arbitration system to be activated only if both sides agreed there was a breakdown, so preventing the employers from ending negotiations when it suited them and passing the issue on to arbitrators who might be expected to support them, since the chairman would be a Government appointee.

The Bill was overtaken by the 1964 election and the Tory defeat. Michael Stewart became Secretary of State at the DES with Reg Prentice as his deputy. But those who had hoped that the Hog-Boyle plans would now be buried were in for a big disappointment – and shock. At the beginning of 1965 the new Labour Government took over almost in its entirety the Tory Bill – including the long-standing

Tory pattern for Burnham, with the dominating presence of the DES on the management panel and the provisions for what teachers saw as compulsory arbitration at the behest of the employers.

It has to be said that the NUT executive's opposition to the Bill's obvious clauses was feeble. Public and vociferous opposition was left mainly to Middlesex and London activists who lobbied Parliament and the Secretary of State himself. Michael Stewart seemed bewildered by union opposition; he seemed, wrongly, to believe he had union support. In the event, the Bill was passed with only one concession to union feelings. It was to be left to the chairman of Burnham to decide whether or not to activate the arbitration process.

For a long time NUT propaganda against the Act was concentrated on what were considered to be its two major flaws as described above, but no progress was made on either. Circumstances in due course changed both the union's and the employers' view on the unilateral activation of the arbitration process. And the employers were able to alter, indeed abolish, the "concordat" whereby the Government had such a dominating voice on their panel.

But of no time until now did a Government propose to repeal the Act and in effect to abolish the teachers' right to negotiating machinery on pay – the most important issue for any body of employees. The argument that the negotiating machinery has failed both because of the use of arbitration and of

recourse to special review bodies – Houghton and Clegg – is very strange. Do opponents of the Act want no reference in any circumstances to arbitration, a time-honoured method of conducting industrial relations as an alternative to industrial action? Do they think any number of wise men can produce salary agreements which will be so perfect that industrial action will never happen?

And was not the recourse to review bodies necessitated by the Government's own admissions that employers' offers, for which they bore chief responsibility, were grossly inadequate? Perhaps they intend to brief the proposed Review Body to ensure that all their awards will meet with the full satisfaction of the teachers so that the profession will regard pay negotiations as totally unnecessary.

One is forced to the conclusion that the Government is solely motivated by hatred of any form of trade union or professional organization concerned with anything but "educational" issues and is so ignorant of the educational process itself that it does not even see how closely educational issues may be bound up with pay.

What is suggested in the Teachers' Pay and Conditions Bill is doomed to failure. Eccles, Hog-Boyle and Stewart went as far as it was possible in establishing Government control over teachers' salaries. Indeed a reasoned view is that they went too far and in fact created the very difficulties of which they now complain.

Max Morris is a former president of the National Union of Teachers.

## ACAS with tiers

Michael Duffy, president of the Secondary Heads Association, warns the Secretary of State not to believe everything he reads in the newspapers. The SHA hasn't pulled out of the deal with the employers. Unlike him, it backs the concept of a Main Professional Grade. But like him, it wants to negotiate for more promoted posts, with salaries to match responsibilities.

once and for all that commitment, that sense of confidence and style, that is the hallmark of the good school – and that used to be far less rare than you or your predecessor in office are wont to think.

It would destroy good management as well: the subtle snarls of grievance would be used in resentment against us. Second, our resolution commits us to the principle of the Acas settlement. Though its main clause (we do still teach such formalities, you know) says "we cannot ratify", that statement is heavily conditional. You will have noted that there is much in the agreement that we explicitly and unreservedly welcome: contracts and conditions of service; appraisal; a new form of negotiating machinery.

To the great majority of heads and deputies, it is quite unthinkable that we should risk the sacrifice of these gains. We have waited for them and we wait for them for a long time, and the Acas achievement in securing a significant measure of agreement on

them from the teaching profession (and we hope, sir, from you as well) is well worth the countless hours of argument that it has cost.

Finally, we endorse the concept of the Main Professional Grade. Here our position is quite different from yours, and you should know that there was not a single voice at council to argue in favour of the multi-grade civil service structure that you were insisting on when we last discussed the issue with you.

We know that, in any school classroom, teaching is an immensely demanding responsibility. We know that the quality of the complex learning transactions that take place behind the classroom door depends on the professional expertise of teachers and the confidence and self-esteem they bring to their task.

We know, too, that good teaching is teamwork, and that is why we welcome so warmly in the Acas list of contractual duties these two clauses requiring the co-ordination, assessment and evaluation of a team of colleagues that differentiate the MPG responsibilities from those of the entry grade. Candidly, we think your model makes a nonsense of the most valuable part of the contract.

When we fail to recognize the real malaise of our schools – which is that teachers no longer feel that either they or the job they do is valued by society at large, it is this perception, and not the fine details of the promotion structure, that is driving away from the profession almost every potential teacher, and part of the merits of the Acas proposals is that they apply themselves to the causes and not just the symptoms of the present recruitment crisis.

Then why haven't we ratified? Because we have to manage schools now, and cannot (as you can, sir) allow ourselves the indulgence of planning for the future.

To make our schools work efficiently and well in 1987 we need three tiers of additional responsibility over the

MPG rather than the two of Nottingham and Acas, and we need a salary relationship between them (as for example between £1,000, £2,000 and £3,000) that enable us to apply them flexibly to the different management needs of different schools.

We need a clear formula for their overall allocation to schools, to protect us from the whims of local authority discretion.

And we need a clear formula for the allocation to our schools, of proper remuneration in our schools, of the deputies who carry the main burden of day-to-day management of pupils, plant and resources.

We think that if you or our employers ask, either of you, to do much to us, it is either of you or our employers who should be asked.

You said when we last met – you said it so firmly, indeed, that the water glasses rattled – that there was no more money. That may well be the case, though we have lived so long with the local ineptitudes of creative accounting that we would not easily accept that you and your officials cannot find a way.

Be that as it may, it seems to me that we have come a long way towards agreement that we all so badly need. As yet it is not quite water-tight. There will, however, be very many (not least among them, our own bewildered pupils) who will say that it would be pity to sink it for want of a ha'porth of money.

Yours sincerely,

Michael Duffy

## DIARY

If you see Sir . . .

Among the beneficiaries of the Education Secretary, Mr Kenneth Baker, moving to block a similar tertiary scheme in Yorkshire, Mr Baker has demanded that Sheffield muddy its plan to set up eight colleges. The authority has "reluctantly" agreed to create only six colleges and retain six 11-18 comprehensives.

Leeds is now worried that the Secretary of State could block its scheme.

The authority is planning a federation of six "neighbourhood colleges" rather than one central college. Each would be managed by an area committee with considerable autonomy over



Kenneth Baker: blocked estimator proposal

## Response to science staff shortage criticized

The Institute of Physics is opposed to Government plans to encourage industrial staff to switch to the classroom as a way of easing the shortage of mathematics, science and technology teachers.

Without proper training, "they will hold out-of-date views on education" and are likely to use "jargon and communicate on a totally different wavelength to their pupils," said an institute spokesman.

"A short retraining course might be one way of overcoming the problem," he said in response to the recent Government announcement of tax incentives to companies that release employees to teach for short spells in schools and colleges.

The institute has drawn up an eight-point plan to tackle the shortage problem following the publication of the DES's consultative document, *Action on Teacher Supply in Mathematics, Physics and Technology*.

Tax incentives should be used to encourage companies to employ physics and mathematics teachers as "schoolteacher researchers" during the summer break, the IoP suggests. This could increase teachers' salaries and make teachers more aware of industry.

The basic fact that the Government needs to recognize is that "teaching is unattractive as a profession to graduate physicists," it says. "During their one-year training period, intending teachers of physics should be paid a full year's basic grade salary."

The institute also calls for conversion courses leading to a recognized qualification for teachers who currently specialize in other subjects.

Funds must be made immediately available to replace and upgrade apparatus, appoint more technical staff and give departmental heads secretarial support.

More should be done to attract qualified women physicists and mathematicians back to education. Leeds should be given financial help for child-care facilities.

Many able young physicists may find the reforms in the curriculum towards combined science, less appealing to teach than single subject physics, the institute cautions. While the institute thought the planned reforms "excellent" it wants the DES to give this issue careful consideration.

Applications for university places to study science and technology fell by between 4 per cent and 14.2 per cent this year compared with last, according to the Universities Central Council on Admissions.

By mid-November, 14.2 per cent fewer students had applied to read electronic engineering. The drop in mechanical engineering was 10.1 per cent, physics (10), chemistry (6.4) and computer studies (3.9).

## NEWS

Far-reaching reorganization may create 650 jobs

## Leeds poised for tertiary scheme

by Ian Nash

Leeds education authority is poised to go ahead with the country's most far-reaching tertiary education scheme – 11 years after its first proposals for secondary reorganization.

The planned shake-up comes within days of the Education Secretary, Mr Kenneth Baker, moving to block a similar tertiary scheme in Yorkshire. Mr Baker has demanded that Sheffield muddy its plan to set up eight colleges. The authority has "reluctantly" agreed to create only six colleges and retain six 11-18 comprehensives.

Leeds is now worried that the Secretary of State could block its scheme.

The authority is planning a federation of six "neighbourhood colleges" rather than one central college. Each would be managed by an area committee with considerable autonomy over

spending and with responsibility for the careers and youth services and continuing education.

Strongest resistance has come from the more affluent Garforth and Wetherby districts where parents claim that sixth forms are still viable.

Teacher unions have supported the reforms, particularly since the authority has guaranteed "no redundancies or forced redeployment" and has offered an extensive retraining programme. Reorganization would also create 650 new jobs.

In addition to the new college lecturing jobs, there would be an expansion of nursery provision in the city and improvements in primary staff ratios.

Leeds has a mixture of 11-18 comprehensive, middle, single sex and co-educational schools. The two single-sex schools will be retained as

11-16 comprehensives.

There is a strong National Union of Teachers' lobby in support of middle schools, but it is unlikely to stand in the way of reforms if this becomes the only stumbling block to the scheme being agreed.

There are, however, significant differences in demands between the NUT and NATFHE, the college lecturers' union, which the authority is trying to overcome before presenting the proposals to the Education Secretary for approval in April.

Not least is the problem of deciding who will qualify to work in the tertiary sector. NATFHE insists that posts should be restricted to exclude teachers without sixth-form experience. The NUT says the posts should be open for all to apply.



One of a party of Malaysian teachers on a course run by Betty Lupton, primary adviser in the London borough of Hounslow, chats to two pupils from Luffham primary school in Leicestershire after watching the musical, *Mr Men's Magic Island*, at the Haymarket, Leicester. The show is accompanied by teachers' notes which capitalize on the *Mr Men* books to reinforce language skills.

## Equipment and books 'out of date'

by Cynthia Body

Most Cheshire headteachers consider that their schools lack up-to-date books and equipment, a county council survey has revealed.

The council ordered the survey following the screening of the BBC's *Panorama* programme, "Selling the Children Short," which painted an unfavourable picture of Cheshire's education services.

Some 77 per cent of heads who completed the survey questionnaire complained that their stock of textbooks was out of date and 94 per cent said major items of equipment – particularly computers and science apparatus – needed to be replaced.

Despite falling rolls, 88 per cent said they had insufficient space. And well over half described the internal decoration of their schools as either "bad" or "very bad". Only 3 per cent said it was "very good".

Funding for library and textbooks, teaching materials, major and minor items of equipment and transport, is supplemented from outside sources, mostly PTAs, in the majority of schools, the survey found.

After receiving the survey findings, Mr Peter Nurse, the Labour education chairman, commented that the county was "unable to fund the education of children" and "deserve end the county needs".

## Sports survey launched

A six-month, £40,000 survey to explore the economics of making school sport facilities more widely available has been announced by Mr Bob Dunn, education junior minister.

It will see if charges can be made by schools to recover running costs and whether capital can be raised to make the facilities more suitable for use by pupils and the wider community.

Schools might also be encouraged to increase joint use by being allowed to keep some of the surplus revenue.

"A wide sample of authorities and schools will be included for a fact-finding phase and a smaller number will become case studies. Comments are welcome from both schools and local authorities at any stage," said Mr Dunn.

The information could eventually lead to a practical guide to the managerial implications of a joint use policy. Earlier surveys in 1978 and 1983 indicated that the shared use of school sports facilities was increasing.

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## NEWS

What should replace Burnham? Geraldine Hackett looks at how other public sector workers' salaries are determined and reports on the opposition to the Government's controversial Pay and Conditions Bill.

## Unions seek to muzzle Baker's 'poodle'

by Geraldine Hackett

Teacher unions are going to the International Labour Organization in Geneva in an attempt to have the Government's pay and conditions bill declared illegal.

The National Union of Teachers and the Assistant Masters and Mistresses Association say that Mr Baker's Bill, which received its Second Reading in the House of Commons on Monday, is in contravention of the international treaty, signed by Britain, that guarantees free collective bargaining for public sector employees.

And the local authority associations have joined forces with the unions to attack the Bill and the "extraordinary" powers that it grants to the Education Secretary.

In the House of Commons on Monday Labour's education spokesman, Mr Giles Radice, accused Mr Baker of setting up an advisory committee that will be his "poodle". And former Labour junior minister, Mr Gordon Oakes, suggested that the Teachers' Pay and Conditions Bill would give Mr Baker the power to "stuff the committee with his cronies", fill it with members from his own private office or even allow him to appoint his aunts and uncles.

In reply, Mr Baker said powers to impose a pay settlement and powers to set up an advisory committee were needed to bring an end to "the negotiating brawls".

As the Bill stands, the advisory committee would sit for three years,

but its life could be extended by a Commons vote. The current negotiations should settle teachers' pay and conditions for two years which in effect would mean the committee would only be in existence for one year's pay negotiations.

The Bill has come under fire from Mr Gordon Cunningham, education secretary of the Association of County Councils. "This Bill extends on extraordinary amount of power to one person. The Education Secretary decides who shall sit on the advisory committee and then tells them what to do. The only freedom they appear to have is to choose to whom they will talk," he said.

The ACC is also concerned that the Bill gives the Education Secretary power to impose different settlements on different areas. During the second reading of the Bill, Mr Baker stressed that imposing a two-year pay settlement on teachers was not inevitable. His door was still ajar for further proposals, he said.

By the time teachers unions and the local government employers meet on December 19 for a key meeting to discuss the deal agreed under the auspices of Acas, the first polls of teachers' views on the settlement will be known.

Early voting by AMMA suggests that the result, due to be announced yesterday, would show a majority in favour of the Acas deal. Members of the National Union of Teachers are

also expected to back the deal. On December 19 unions and employers will be under pressure to alter the pay structure to accommodate some of the objections of the Education Secretary. Further objections to the deal were made by unions last week. The council of the Secondary Heads Association made clear it wanted a better management structure, with a greater number of promoted posts.

The Professional Association of Teachers put forward its own alternative package, which contains four tiers of promoted teachers and a main teachers' grade that reduces the pay increases to new teachers.

Only two of the six teacher unions want to see the Acas deal implemented as it stands, though the two unions represent more than half of all teachers. Room for manoeuvre is limited, but to have any chance of staving off Mr Baker's threat to impose a deal, employers and unions have to produce a structure that provides a great number of promoted posts. Mr John Pearman, the employers' chief negotiator, was due to meet Mr Baker today.

The pay and conditions Bill could get its first reading in the Lords as early as next week, but is not expected to become law until end of January.

The NUT organized a mass lobby for the report of the Bill on Wednesday and other unions are encouraging their members to lobby their MPs.



The pay rises of nurses and police officers are determined by wage movements in other sections of the workforce.

## Measuring up for the straitjacket

The statutory powers that Mr Kenneth Baker is seeking would give the Government a degree of control over teachers' pay that is unprecedented within the British public services.

The Teachers' Pay and Conditions Bill will sweep away the current negotiating forum, the Burnham Committee, and replace it with an advisory committee which will recommend to the Education Secretary salary levels for teachers. Local authorities will be able to put their views to the committee, as will the teachers' unions, but the Minister will have the final say. Unlike ministers in other departments, he will also have the power to appoint the pay advisory body's members.

The Bill provides for the advisory committee to sit until October 1991. Mr Baker told the House of Commons this week that the arrangements are intended to be temporary and are in response to the present "crisis" - but the Bill's life can be extended annually by a vote of the Commons.

Pay negotiations in the public sector are never free of Government influence, particularly in the health service and the civil service, where the Government is the direct employer. But in most public services unions and employers hold negotiations over the annual pay deal.

The largest group for which there is no longer direct negotiation of pay is the country's 600,000 nurses. Following the last strike by health service workers, the Government set up the nurses' pay review body, an independent panel of experts. They take into account the general rise in earnings and the pay of people doing comparable jobs, before making a recommendation to the Government.

This form of review is a well-established way of settling pay for the heads of the armed forces, senior judges and top administrators in the civil service. The Government, however, rarely implements in full the rises recommended by the Top Salaries Review Body, usually because large rises look embarrassing when the rest of the public sector is expected to abide

by Government cash limits. In the armed forces, where trade unions cannot organize, pay is also set by a review process. The pay panel tends to base increases on wages paid for similar jobs outside the services.

The police are not represented by unions either, but there is a police negotiations board. Since 1978 their pay has been set using a formula that gives them an annual rise tied to the average rise in earnings.

For most other public servants, pay is negotiated. Representatives of the 600,000 civil servants negotiate their pay either in a Whitley council or a national joint council.

In local government, apart from police and firefighters, pay is negotiated in national joint committees. The local government employers, who are as tired of the Burnham Committee as Mr Baker, would prefer to see teachers' pay set by negotiation in a national joint council.

Unlike the present system, the national joint council would also draw up agreements on teachers' hours, class size and other conditions of employment. The pay agreement arrived at during the Acas talks includes provision for such a joint council.

The Burnham structure differs from other forums in that the Education Secretary had, until July 1985, the power of veto over any deal in recognition of the fact that it meets around 46 per cent of the teachers' pay bill.

But as the concordat that gave the Education Department a weighted vote has been disregarded, for the past 18 months the Education Secretary has only been able to hector from the sidelines when local government employers and teachers' unions reach an agreement that he does not like.

Local authorities are, of course, constrained in what they can pay by the limits imposed by central government through the rate support grant.

Few on either the union side or the employers' would say a word in favour of the Burnham structure, but neither side wants an advisory committee of the lines set out in the Bill.

## Dispute hits appraisal

Local education authority employers are worried that Mr Kenneth Baker may use the powers given to him by the 1986 Education Act to force regular appraisal on teachers.

They are concerned that teacher unions could refuse to co-operate with the pilot appraisal schemes now running in six LA's unless there is a freely negotiated settlement to the pay and conditions dispute.

The National Association of Head Teachers this week suggested that progress on appraisal could be slowed down by the lack of a settlement.

Mr David Hunt, general of the NAHT, said: "There seems to be an assumption gaining ground that pilot studies will go ahead from January 1 willy nilly" without waiting for wider agreement through Acas.

In a letter to Mr Bill Kendall, chairman of the appraisal pilot steering group, he said NAHT "will not advise members to co-operate with or become involved in pilot studies" until the subject of the entire package is known. He stopped short, however, of advising his members not to co-operate.

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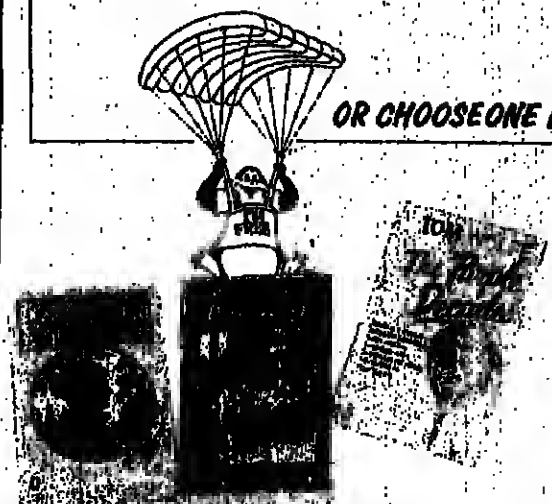
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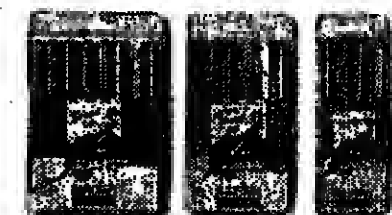


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# Mother threatens to sue over attack

by Jeremy Sutcliffe



Framingham College: boys disciplined

A mother is planning to sue a Suffolk public school following an attack on her 18-year-old son.

Mrs Jenny Russell claims her son, Jonathan, was beaten up in his study by a 17-year-old, at the instigation of a prefect.

She alleges that £1,560-a-term Framingham College did not inform her about the attack, failed to notify either the police or the governors, and did not adequately discipline the two boys responsible.

Mrs Russell, of Langholm, Dumfriesshire, claims that Jonathan, also a prefect, was attacked at about 10pm on October 20. "A boy who is a lower sixth-former came in and threw Jonathan on his bed," she said. "He is a big boy, a rugged player, and started to beat the daylight out of him."

The boy left Jonathan bleeding from the mouth and nose. Jonathan staggered to the corridor where he saw the 18-year-old prefect, who is alleged to have told him: "You're lucky he was in a good mood." The two boys have since been reprimanded for their behaviour.

According to Mrs Russell, Jonathan was too frightened to report the attack and it was two days before his injuries were noticed. "Even then I was not informed. The first I heard of it was when Jonathan came home for half-term five days after the attack."

Mrs Russell says she is planning to sue the school for compensation for the attack, and for Jonathan's loss of schooling. She claims her son is now too frightened to go back to the school. "My son has been very badly done

by and if he fails his A levels next year he will lose substantially as a result," she said.

The family GP, who examined Jonathan a week after the attack, said he had suffered "significant blows" to his head, causing bruising and swelling to his eyes, lips and nose. An X-ray showed his nose had been twisted by a blow. There were no signs of marks on his hands to suggest retaliation, she said.

The school's head, Mr Laurie Rimmer, said he had no knowledge of any legal action against the school. "All I have to say is that there was an incident that was completely and fully investigated. The chairman of the governing body, the governors and the staff completely support my action." Both boys had been disciplined, he said.

## Three-week suspension for punching lecturer

by Margaret Maudsley

A Kent lecturer who was punched in the face by a student has complained of a "mockery of justice" after learning that his attacker has been let off with a three-week suspension.

Mr Bill Hall, who lectures at Thanet Technical College, said that his experience showed that teachers should have no hesitation in calling the police if they are assaulted at work. He also demanded that some of the college's disciplinary procedures should be tightened up.

Mr Hall was punched by a 22-year-old part-time student before a self-student admitted the assault and the college's joint disciplinary committee of three staff, three students and three governors, found him guilty and ordered the suspension.

According to Mr Hall, the student has still not apologized to him. He also claims that the disciplinary procedure made a "mockery of justice" due to a combination of managerial inexperience and a constitutional flaw.

Mr Hall felt he became "the accused" at the hearing - being cross-examined by the student, but not being allowed to ask questions or challenge any of the statements made by the students' friends.

The articles of government allow the student a right of appeal but Mr Hall says he has no such right.

A spokesman for Kent education department said the student had been suspended for two weeks prior to the hearing. The disciplinary committee had suspended him for a further three weeks.

The student had apologized to the committee and had been reprimanded. He had not been expelled because it was such an important point in his career.

The spokesman said this was the first time the committee had been convened for more than 10 years and there were no plans to change the county's guidelines for dealing with allegations of assault. It was for the principal to decide whether or not to call in the police.

The National Association of Teachers in Further and Higher Education is investigating Mr Hall's case.

London plans to try out "the Boston Compact", and a team from the US city is here to explain how the deal works

## Jobs guarantee in return for 'no truancy' pledge

Pupils in four slumland schools are to be offered a deal under which they will be guaranteed local jobs if they turn up for lessons regularly and "graduate" by year 11 standards of achievement.

The plan is part of a drive by the London Education Authority (LEA) to develop its own version of the partnership between schools and businesses which has grown up in many other parts of the country under the sponsorship of national bodies.

LEA has already formed an education-industry partnership with the London Enterprise Agency. Now it has persuaded the London Docklands Development Authority, which is



Students practical ventures

launching a variety of expanding firms, to help the complex of offices and houses it is building in the East End.

Two of the schools are in Hackney, both among the most deprived inner-city districts in Britain, with large black populations and high unemployment.

Attendance rates for the LEA divisions in which they are located are not much below the inner London average of 83.8 per cent, however, although the schools concerned may be worse.

Although attendance will be part of the deal for the 800 or so pupils involved, LEA and Lenta are trying to agree with local employers criteria which will provide an equivalent of Boston's graduation requirement.

An LEA spokesman said that despite the shortage of jobs in the area around the schools, they were on the edge of the dockland development area where newly-created jobs were being filled by commuters from the suburbs.

## American accent on beating the dole

by Janine Wookey

An American amalgam of business people and educationists has helped secure one US city's school-leaver employment rate to 5 per cent - compared with a 20 per cent national average.

And last week, live representatives of the Boston Compact, including top business and education figures, came to London to brief their counterparts in the capital.

The American scheme, which started in 1982, involves schools undertaking to improve attendance records in return for a guarantee of jobs from the city's major employers, and is fast becoming a national and international model for solving the problem of inner-city unemployment.

Mr Leval Wilson, the group's leader and the superintendent of the Boston school board, explained the problems facing his city to a group of heads and businessmen at a meeting in the Long Enterprise Agency's central London offices this week at the start of a five-day visit to Britain.

He said: "Boston has a school population of 57,000 students, of whom 48 per cent are black, 28 per cent are white, 17 per cent are Hispanic and 5 per cent are Asian."

Boston also has a history of racial disturbances dating back to 1974 and, he said, "we have a major problem with nearly as many students dropping out at graduation."

Mr Daniel Morley, of the State of Boston, said that 38 per cent of Boston pupils' families received welfare, 50 per cent of them lived in public housing, and 70 per cent were single-parent households.

Although Boston Compact's organizers admit they have a long way to go in solving the drop-out problem, they say that to date are very encouraging.

Originally 1,000 jobs were promised. This has been increased to 2,600 jobs and the number of companies committed to the scheme has doubled to 400.

to cooperate with them in one of their first practical ventures.

The "no-truancy" deal is a pilot being undertaken to see whether a scheme which has been successfully operated in an American city for the past four years will work here. Under the "Boston Compact" 400 companies guarantee jobs to pupils who graduate from the participating schools, which undertake to improve their attendance records as part of the deal.

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## SCHOOL TO WORK

# FEU points to fundamental flaw in prevocational policy

The Government's approach to prevocational education for the under-16s is fundamentally flawed, says the Further Education Unit. The unit is accusing the Department of Education and Science of mis-directing a working party which has produced criteria for prevocational courses.

The unit's attack is made in its response to the report of the Johnson committee, a team drawn largely from examining bodies and headed by Mr R S Johnson, director of education for Leeds.

The FEU's new clash with the DES comes as it waits for ministers to decide its future. Past criticisms of Government policies are known to have angered both ministers and senior officials.

The FEU says that, although it welcomes the Johnson committee's attempt to clarify criteria, it is "forced to question the longer-term value of the report in the light of the growing acceptance of a coherent 14-18 curriculum".

Its main assault is directed at the section of the report which sets out criteria for single-subject courses: isolating prevocational education by the creation of special subjects and courses governed by special criteria, argues the FEU, will create a risk of it being treated as a substantial curriculum for young people unlikely to do well in conventional GCSE subjects.

The unit also claims that the report's preoccupation with single-subject courses has led to an emphasis on the examinable parts of the curriculum, the neglect of other crucial aspects. It suggests that the report's formulation of "a formidable set of rules and regulations" for such courses is likely to discourage the provision of good



Prevocational? Only if it's part of an integrated course...

prevocational education and opportunities for progression for all pupils.

The unit sees all this as strikingly inconsistent with other parts of the Johnson report which set out the aims for integrated courses and lay down criteria for the skills and attitudes those courses should develop. "They appear to be so fundamental to any 14-16 curriculum that we can only reiterate our query as to how it can be ensured that single-subject courses also seek to develop such skills," it says.

The FEU does not blame this inconsistency on the report's authors, who pointed out that single subject courses should not be called prevocational, since they could not individually satisfy the requirements of such education. The unit says the report's failings follow from the remit which directed them to deal with single-subject or

single skill courses and that it was based on the notion of prevocational education set out in last year's White Paper, *Better Schools*.

The Royal Society of Arts, which is heavily involved in providing single-subject prevocational examinations for the 14-16s as well as assessing grouped and integrated courses, has warmly welcomed the report and offered to take part in any follow-up studies.

It calls the recommendations on single-subject courses "sensible and logical", and says that it will be pleased to help the Secondary Examinations Council, which has less experience than the RSA of integrated courses, to carry out its responsibilities towards them. Mr Martin Cross, the society's examinations director, was a member of the working party.

## Minister questioned on unit's future

A delegation from the Further Education Unit was due to meet Mrs Angela Rumbold, minister of state for education, yesterday to discuss the future of the unit.

The members wanted to know how much longer the Government needed to assess the public response to its proposal to abolish the unit as an autonomous agency.

The deadline for responses to a DES consultation paper which favours merging the unit with the Further Education Staff College was the end of last month, but replies are still coming in.

About 40 organizations are thought to have put forward their views. Most - including heavyweights like the Manpower Services Commission, the CBI, the TUC, and the local authorities, as well as teacher associations - favour the continued existence of the unit as a separate entity. A number of the responses have urged that it should be given more money and wider responsibilities.

On yesterday's delegation, headed by the chairman, Mr Joselyn Owen, and Mr Jack Mansell, the unit's chief officer, were the board members representing the CBI, the Association of Metropolitan Authorities, and NATFHE.

In the FEU's annual report, distributed this week, Mr Owen says that "it is not entirely clear in what form and at what level FEU will function a year from now".

The report says that 1985/86 was the first year that the FEU had suffered a cut in its anticipated budget, and that it had to turn away more requests for funding and support. Nevertheless, it lists 74 projects ranging from case studies in a single college to country-wide development programmes, approved during the year.

Edited by Mark Jackson

## THE TIMES



## An officer and a lady

In the United States, they wear the same blue trousers as their male colleagues; in Denmark, they take part in front-line exercises. But the female officers of the British Army wear skirts and do not bear arms. On Monday, *The Times* finds out how they are facing up to their own battles



... and regularly in *The Times*, Peter Ackroyd (left) on books, Bernard Levin on the way we live now, Suzy Menkes on fashion, Paul Griffiths on music, Irving Wardle on the theatre, Shona Crawford Poole on travel, David Robinson on the cinema, Jane MacQuilty on wine... and much more each week

THE TIMES  
The world's most famous newspaper (25p)

## Polytechnics prospering on equality and jobs front

More women are graduating from polytechnics and more polytechnic students are finding jobs, according to recently published figures.

The annual survey of polytechnic students says women account for 43.5 per cent of graduates compared with just 29 per cent nine years ago.

The largest increase was in the number of women obtaining engineering and technology degrees - 272 in 1985, the year covered by the survey, against 226 the previous year. The only area in which there was a decline in the number of women graduates was general arts.

The percentage of polytechnic graduates, still looking for a job six

months after graduation, dropped to 12.1 per cent from 13.6 per cent in the previous year.

The percentage getting full-time jobs rose from 55.5 per cent in 1984 to 58.7 per cent in 1985.

Dr Ray Rickard, chairman of the Committee of Directors of Polytechnics, said: "The real story is even more encouraging than the figures suggest. The number of first degree students graduating from polytechnics has more than doubled since the first employment survey 10 years ago."

"We have more graduates and a higher percentage are finding employment."

## Sharp drop in places for boarders

The number of state schools with boarding places has halved in the past 20 years.

According to the Boarding Schools Association, 12,013 places were available in 145 schools in 1964; today there are 8,438 in 16. The greatest fall is in the number of places for girls.

During the past three years nine state counties have cut over 700 places. A further 240 will be shed in the next two years. Among these the greatest loss will be in Cumbria, where 80 places will go with the end of boarding at Queen Elizabeth's School, Kirkby Lonsdale.

A spokesman for the Association of County Councils said that while rising costs were a major factor in the decline, a change of philosophy among parents was also significant. "Sending children away from home for long periods has come to be questioned. Another factor is that the country now maintains far fewer armed forces personnel abroad, and they were substantial customers."

Earlier this year the association called for national incentives to encourage local authorities to maintain boarding education.

A pooling arrangement was proposed with all authorities contributing according to a nationally agreed formula.

## 'Unreasonable' Baker censures governors

The Education Secretary has been criticized for threatening to take court action against governors at a Dorset school.

The governors of Budmouth school in Weymouth refused to take part in interviews for the vacant headship unless Mr Jim Owen, the present deputy head, was shortlisted.

Mrs Felicity Taylor, who chairs the National Association of Governors and Managers, said: "It is very unreasonable to say that the whole thrust of the Department of Education and Science initiative is to give governors more say."

Mr Kenneth Baker wrote to the governors in the beginning of September threatening them with an order of mandamus - a judicial writ if they failed to co-operate as they are required to do by the school's articles of government.

The order, normally enforceable after a fortnight, was not being carried out because the governors of the 1,900-pupil school filed their complaint. They are now asking the Secretary of State to reconsider his decision.

Mr Roy Maugham, chairman of the governors, said this week they were determined to fight on.

"We are prepared to go to court, and



Felicity Taylor: criticism decision



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(173)





Taking care: pupils from Oakthorpe Infants' school in Enfield, north London, starred in a video produced by TV personality Rolf Harris which aims to help adults prevent child sex abuse. Mr Gordon Hutchinson, the borough's director of education, pledged a training programme for all the authority's primary teachers after seeing *Beyond the Scars*. He added he would like one or two staff members in every school to receive specific training on dealing with the problem.

## Industry Year's questionable products

A senior lecturer in education has expressed worries about the values that primary school children may be picking up from Industry Year projects.

Mr Jim Campbell, of Warwick University, feels that such projects may be instilling in pupils the perspectives of the free market economy.

Children at one school he visited described industry in terms of a traditional hierarchy. When asked to attribute blame for a hypothetical failure of a company to sell its products, the pupils put it down to production-line workers messing about, not doing their job properly.

Mr Campbell, who is speaking at a conference organised by the National Association for Pastoral Care in Education, described an exploratory study he had carried out at the school - St Faith's Church of England Infants in Staffordshire.

He said that local firms have been praised both by the Schools Council

and the Royal Society of Arts which presented the school with an Education for Capability Award in 1985.

Mr Campbell visited St Faith's in 1986 as part of a larger study looking at how schools teach children about the adult world, and how children interpret what they learn.

He found that the children had picked up the two alternative sets of values that operate in industry: leadership and loyalty. Mr Campbell equates the first with decision making initiative and the exercise of power and the second with obedience, lack of interest and passivity.

"It will be an irony if a project enabling children to understand the world of work also helps to reproduce in them the polarized values characteristic of relationships between workers and management in much of British industry," he said.

He also found among the children what he called "a scaled-down ver-

sion" of the adult commitment to competition and profit-making. Two boys were "sacked" from a simulated production line for setting up an unofficial economy by selling sub-standard plates.

Speculating that this kind of project may be reproducing in pupils the values of the free market economy he asked: "If so, in what ways are such values contributing to pupils' sense of their own worth and that of others?"

Mr Campbell was at pains to show that he was not questioning the educational value of the school's project but that he was concerned about the social and personal values being acquired. Teachers, he admitted, were less worried about that aspect and might dispute some of his interpretations.

He would like to see a counter-balance to much of the work on industry. This would be achieved by presenting young children with alternative models.

Primary teachers are jubilant that local authority employers have accepted that they should have guaranteed free periods. But in one case, they can't understand what all the fuss is about. Julia Hagedorn investigates

## Why Wigan has more time for its staff

Headteachers in Wigan are bemused that it has taken so long for the politicians to accept that all primary teachers should have guaranteed free periods.

For three years now the authority's 126 primary schools have had three hours' non-contact time built into their week. And how they use this time is up to them to decide in consultation with their heads.

The "free periods" are built into a staffing ratio of 1 to 24 in the reception class and 1 to 29 in years two to seven. However, as part of the agreement, teachers - until the present dispute - have had to cover for the first five days of a colleague's absence.

Mr David Davies, the assistant director of education, admits that he is surprised that no one has come to look at how it all works out in practice. He is following the national debate with interest but does say that non-contact time is not an overnight panacea.

"All in all, there are more advantages than disadvantages and it is a facility that is greatly appreciated by teachers. But it is used more successfully in some schools than others. Generally teachers are very responsible and use the time as it is intended. I am very pleased with the results."

Mr Paul Morris, head of Beech Hill primary school, explained how the scheme works in practice. His school of 390 pupils plus 50 in the nursery school has 20 members of staff. Of these, 2.75 are excluded from the pupil-teacher ratio calculations and do not have responsibility for a class. This enables Mr Morris, by some fairly complicated timetabling, to ensure that all his staff have their three hours per week.

This time has been used in a variety of ways: normal marking and prepara-

tion, discussions on curriculum responsibilities, visits to other schools, mini staff meetings, extra group work on a withdrawal basis, recorder groups, individual music tuition, the improvement of teacher-pupil ratios on out-of-school visits, meeting parents and other visitors in the school, supervision duties with nursery nurses and sixth-formers on placements.

Two-thirds of these items, Mr Morris says, would be normal practice. But teachers would not normally have time to meet visitors to the school. That would be the head's responsibility.

The three hours are not sacrosanct because of the need to cover for colleagues' absences. But staff do receive their allocation most weeks.

Mr Geoff Yates is also head of a large school. Wood Fold primary school has 360 4 to 11s and a head who believes in trusting his staff to use their three hours wisely. Some schools, he says, may use the time to create smaller classes or to take special classes. In others, teachers may simply use it to put their feet up in the staffroom and get some marking done.

In his school, the time is used in a number of ways. For example, on Thursday afternoons, the two top junior teachers have time to plan display or topic work, discuss the curriculum, or go on a course together, while he and the music specialist take their two classes.

Mr Yates has a word of warning for the national negotiators, however. The scheme works, he says, because of mutual trust and teachers' professionalism. If strict conditions for non-contact time were written into a contract, then the spontaneity would go and teachers would stick merely to the letter of the law.

## First professor

Dr David McNamara has been appointed to the first professorship of primary education at Durham University. He will take up his post in January.

Durham was chosen by the University Grants Committee in January to increase its intake into primary BEd courses. Courses will expand from 50 places in 1986-87 to 360 by 1990. This will make Durham the third largest department of education in the country.

Dr McNamara is at present deputy director of the school of education at Lancaster.

## Tables turned for Christmas

A Berkshire primary school accused of playing Scrooge by charging children extra for their Christmas dinner has changed its mind.

Children at Christ Church school in Reading were initially told that they could only have a special dinner if they paid extra. Otherwise they would receive sausages and potatoes.

Now the school governors have decided to make up the difference from school funds to enable all the children to have a Christmas meal. Several other Berkshire schools have also agreed to pay the extra, after complaints from parents that the higher meal charges discriminated against poor families.

A county spokesman said children on free school meals would have to pay the extra if Christmas dinner were on the menu, unless allowances were topped up.

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## Research casts doubts on value of specialism

The usefulness of a teacher's degree subject is seriously questioned in the first of a new series of research papers published by the University of Lancaster.

Eight Lancaster students were studied during their final teaching practice in a Post Graduate Certificate in Education primary course. The study aimed to investigate how the students' classroom practice was influenced by the subjects they had studied to degree level.

The students felt that academic experience was an important prerequisite for teaching. But when talking about lesson planning, at no time did they refer to their own store of subject knowledge or to ideas that might have originated from their particular degree.

Their main concern appeared to be with implementing their lesson plans and coping with managerial and disciplinary problems, as well as unexpected events. Their success depended on their own experiences in schools.

## Nursery places

Parents in the London borough of Merton who want nursery education for their three-year-olds will have it if reorganization goes ahead.

The authority is about to undergo public consultation on its plans to create a system of first, middle, 12-16 schools and a sixth-form college, with full nursery provision in all first schools. At the moment, 28 out of 38 primary schools take pupils at the age of three.

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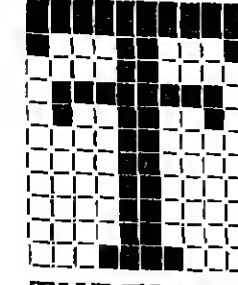
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TTNS Staff and third year English pupils working hard in the News Agency on the 25th of November.

# TTNS MAKES THE NEWS

## THE MEDU INITIATIVE

Sixty four pupils and teachers from Lincolnshire schools joined the staff at MEDU Lincoln, on June 12th 1986, for an exciting and exciting in service training day. It all started with the two software packages MEDUAKER and FLEET STREET WRITER - how best to test them and the recommendations in schools? A support simulation was suggested. Then the project escalated, and an exercise in its original form was removed from its original context. The concept of the day was that the very beginning of all participants would be in the role of the extent of using the papers with a computer.

The first morning papers were handled. The News and the Evening Chronicle. On November 25th the exercise was repeated, but this time the virus was changed. The participants were to experience the power of reality as a computer for learning, the reality of producing an evening daily paper, of working in a news agency, of running an agency, of organising an evening agency, and providing papers with digitised pictures.

## AT TTNS....

TTNS a News Agency was set up to have the two papers in Lincoln and the one that was being produced by a group of pupils for their GCSE project in Berkshire. Four pupils from a Berkshire school were asked to join the team as reporters. They had no prior experience of news agency work, but due to the TTNS experience, necessity and one to one training, they became proficient very quickly. After a couple of hours the

young reporters could word process their own stories, save them on disk, go onto TTNS upload their articles and send them to the three newspapers.

What follows is a report by one of the thirteen year old journalists on November 25th, it is his news story about the day at the agency:

## TTNS NEWS AGENCY

It was all go in the TTNS News Agency office today as four members of Garth Hill Comprehensive School, Tynny Rice, Felicity Pritchard, Andrew Albrecht and Jason Purison, become reporters for the day. After having got lost in Central London, we finally arrived at the Times Building. After breakfast we started to run our News Agency, so that we could send our collected information to two newspapers in Lincoln, and one in Berkshire, using the TTNS mail system. We collected real news items in the following subjects: local, foreign, general and sports news.

All the information was brought to us by various methods such as printouts, phone calls, electronic mail direct from some of the reporters of The Sun and The Times newspapers, watching TV News and reading the daily papers. During the day we were particularly pleased to be able to have passed on news stories before they were presented by BBC TV News.

Jason Purison (Local News Reporter)

The TTNS News Agency was very lucky to have access to a wide range of people and news.

TTNS colleagues in Australia sent us articles relating to Australian news, and all the papers were briefed to hold a page for Australian stories.

A school in Wagga Wagga, New South Wales, held a similar newspaper simulation 36 hours before us. In exchange for articles sent to Wagga on Sunday evening they sent us a variety of news and features about Australia by young reporters, these ranged from the

Popes visit to Aussie slang and the vegemite sandwich. The Australian angle coincided with other important news on the 25th: the attempted assassination on the Pope in Brisbane, the Wright memoirs case in Sydney, and recent coverage we received from the Times Yachting correspondent in Perth.

Correspondents from The Times and The Sun sent the agency articles on the morning and were asked for sport or Australian related articles.

The three newspapers could make requests to the agency for background information on their lead stories. Information was downloaded from three other online services: World Reporter, the British News Service, GEONET, the European Research Network, and the American Information Service, The Source.

A pop article was telephoned through to a young reporter by a pop journalist. And we received the latest result from the Route da Rhum single handed transatlantic race.

All information was uploaded onto the TTNS mail and sent to the three papers using electronic mail. The four young reporters at TTNS found their first intensive training in word processing and electronic mail very enjoyable, they had learnt to up and download mail from the network, word process, global search and replace, justify, edit and produce word processed email.

The newspapers were given the opportunity to handle real news, to assess its importance, to edit it to give it the personality of the paper. The power of the online agency to send up to the minute news and to research for the papers wherever they are in Britain is an ideal medium for communication and media studies.

At the end of next term TTNS is planning to open the News Agency again for schools who wish to share in this unique experience. For further information contact the TTNS office.

## BRITISH RAIL COMPETITION RESULTS

The first prize in the 'design a logo' competition is awarded to Philip Murray and Christopher Stewart of All Saints Church of England Primary School, Cumbria. Jody Whitmore of Croston Hammond Junior School, Hants is the runner up and a special prize for hard work and inventiveness goes to St Aloysius Junior School, Hebburn.

The winners in the poetry section are Simon Chatfield and Nathan Winter from Hunlock Park Primary School, Chesterfield.

## CHRISTMAS CARD COMPETITION RESULTS

The winners are Craig Heapy and John Macintosh, both aged 14, for their combined entry and Alison Lomas aged 16, from Glossop School, Derbyshire. Both entries demonstrate excellent use of videotape to produce imaginative and effective Christmas cards.

Sir Edward Pickering, Vice Chairman of Times Newspapers Ltd, with TTNS News Agency Staff.



The Dogs Body News Agency receiving up to the minute news stories from TTNS for The Comet and The Moon.

For further information please call the TTNS office on one of the numbers below or complete the form. TTNS are waiting to TALK TO YOU ... Any member of staff at TTNS would like to answer any query you may have, please telephone on 01-833 7804 or 01-833 7615

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Inner London Education Authority investigations two years ago discovered disturbingly high truancy rates in comprehensives. Ian Nash reports on one school's battle to stop pupils voting with their feet

## Runaway success

To police Lillian Baylis school in the traditional way and stop disaffected pupils escaping into the streets would be virtually impossible—it has 57 exits. Fortunately, the staff were never faced with the problem. When two single-sex schools of ill-repute were amalgamated to form the new version in September 1983, all were agreed that the doors should be looked upon as 57 entrances.

Mrs Hazel Hardy, the headteacher, displayed notices at every vantage point which said "Welcome to Lillian Baylis" and the teachers set about ensuring that the words were more than platitudes.

It was an ominous time to launch a new school, under the hawk-eyes of Dr David Hargreaves' committee, which was preparing a report for the Inner London Education Authority on standards in secondary schools.

Today, the school in Kennington appears to have used the recommendations of that document—published six months later—as a template for its design. Mrs Hardy insists, however, that much of the influence was the other way round.

The Hargreaves' recommendations were based on detailed observations of best practices in inner London secondary schools, and these "best practices" were to be found in the making at Lillian Baylis school, she said.

Either way, the school has proved the point on probably the most sensitive issue to emerge in the report—an issue that gave cause to worry about those 57 doors. Truancy across London was running at almost 15 per cent.

The Inner London Education Authority schools' absence rates were published last week, and are more

depressing than those which disturbed the Hargreaves committee two years ago. Average school attendances this year compared with last are down by about 1 per cent to 83.6 per cent.

In 1984, the Hargreaves report warned that the figure then of 85.9 per cent was "a matter for concern". And although the IL EA can and does attach blame to the teachers' pay dispute for the current low figure, it is far from complacent.

At Lillian Baylis school, however, one of the 30 pilot schools to test the report's recommendation, the figures are dramatically different—and better. In 1985, there was an overall improvement from 75.9 to 82.3 per cent attendance, and in the present term, the figure is running at 86 per cent.

Even more dramatic improvements

**In the present term, attendance figures are running at 86 per cent**

have been achieved in the fifth form—notorious for being the very worst year in every local education authority. Last year only 60 per cent of fifth-formers were attending the school. This year the figure soared to 81.6 per cent, with many fifth-year classes achieving 90 per cent.

At the heart of the report's 104 recommendations for change was a radical five-point plan which included replacing the two-year courses in fourth and fifth forms with half-term units of work that could be assessed independently, or progressively towards a final public examination.



Forward-looking: headteacher Hazel Hardy is trying to make Lillian Baylis school welcoming for pupils and parents

Unit credits might be assessed using graded tests or profiles, and mixed-ability teaching was to be encouraged. A core curriculum was to include craft, design and technology, physics, an arts subject, and personal and social education.

Pupils should be given a part in running the school and parents made to feel more welcome and have at least five governors at each school. Moreover, staff morale could be boosted by ensuring better exchange of information, said the report.

Closer links with the educational welfare service were needed and welfare officers had to be attached to schools as consultants and not be viewed as kid catchers, school board members or truant officers.

The school has one advantage over many others: it shares its complex campus with Morley College, which organizes classes for adults and with the Beaufoy youth centre. As a result, many parents are involved in activities quite apart from the interests of their children.

With about 600 students at the college and as many pupils at the school, the premises are open all hours of the day, until very late evening, and at weekends. "Pupils are therefore much more motivated to stay and learn," said Mrs Hardy.

When prospective pupils' parents arrive at the school for the first time, they are shown to the parents' room—their own room—which is comfortable, welcoming and brightly decorated with displays of project work.

They are invited in to look round the school, without a prior appointment, to have a chat with staff and to receive various literature on the school's work.

Parents are then urged to "look elsewhere, at other possible schools" and only to come back if they are convinced that Baylis is the school for their children. In May of each year, courses are run to help parents understand the demands of the school.

They are guided on how to help their children with home study and are told about the latest changes such as the implications of the GCSE. Special courses are run for groups such as Bengali parents.

A week-long induction programme is organized in July where everything from pupils' travel difficulties to the handling of the school cash-cum-fund is discussed.

Classes are then planned for first years, ensuring that social and community groups are not disrupted in the transfer from primary school. This process is aided by close liaison with all feeder primary schools until visits by new pupils in the academic year preceding their arrival at Baylis.

From October onwards, staff make regular home visits to every first-year pupil's home in the evenings. "This dramatically alters the relationship between the teacher and pupil. You can't rock the baby or stroke the dog and then return to strict authoritarian attitude in the class," said Mrs Hardy.

Parents and teachers alike favour the system. This is reflected in the decline in truancy rates, and the doubling of the Baylis intake since amalgamation—while all other schools' rolls are in decline.

Mr Mike Brown, a parent of two Lillian Baylis pupils, said the original school, Beaufoy boys, "had a horrendous reputation. Initially, this was my last choice."

However, he was quickly converted by the "ethos and attitude of the staff" even though there was no real record of academic success to speak of.

But as Mr Cliff Stubbs, the deputy head responsible for the curriculum, pointed out, the strong framework of support would count for nothing if there were not the curriculum to maintain the interests of the children.

An extra part of the compulsory core at the school is information technology, which is designed to prevent the subject degenerating into sex-stereotyped office practice and computer studies.

Modular studies facilitate the transition from primary to secondary school and make lessons more flexible—to build up the units of work. The school is taking part in the London Record of Achievement scheme and this year an

**'It's less strict here. We get along with the teachers'**

element of pupil self-evaluation has been introduced.

The response of pupils has been to praise the changes. "The high level of self-esteem among pupils—regardless of academic ability—is striking."

Huw Langridge is a 14-year-old who transferred to Lillian Baylis from another secondary school. "It is less strict here. We get along with the teachers." His work is no better or worse than before, he thinks. "But at least I don't wake up in the morning and think: 'Oh God, it's school'."

The pupils are taking a mature attitude to the role of the educational welfare officer. A rigorous attendance check on every lesson is followed up by phone calls and letters to parents of all pupils absent on particular days.

Mr Nick Bidmade, the welfare officer, said that indirectly this was a possible indication of the popularity of individual teachers, although they did not take it as a threat. If teachers thought there were problems, they quite readily went to him for advice.

"Now, rather than miss school, the pupils have started referring themselves to me with everything from home and financial problems to difficulties at school," Mr Bidmade's culties at school. "He is permanently attached to the school, and pupils can identify with him."

The progress of Lillian Baylis school is remarkable, but it has been assisted by a common staff philosophy and the chance to start afresh with amalgamation. The school has also received extra capital because of its involvement in the piloting of the new Hargreaves recommendations and the London Record of Achievement.

Discussions will begin shortly to extend the work on counteracting the affection to the rest of London schools. They will be handicapped with many ways compared with Lillian Baylis school. But there again, it is unlikely they will have 57 exits to cover.

Margaret Maudsley reports on the Duke of Edinburgh Award scheme's attempts to bring itself into the 1980s

## Coming down from the mountain

### Dicing with danger needlessly

A campaign to brighten up the image of the Duke of Edinburgh's Award scheme and attract youngsters from inner cities appears to be paying off. There was a record number of applicants in October—13,000—in spite of gloomy predictions of plummeting numbers due to a rise in fees. The number of award centres has risen from 30 to 90 in the south east alone.

Some 170,000 youngsters aged 14 to 19 are now taking part each year in a variety of activities aimed at personal development, community and social involvement, adventure and widening horizons—culminating in a bronze, silver or gold award.

In addition, the TUC has finally agreed its support—30 years after the scheme's inception—and has requested that trades councils give positive support.

The scheme has set about modernizing its image with glossy publications, promotional videos featuring Prince Charles and wide media coverage. It has also been keen to meet a growing and increasing need in inner city areas.

Supporting personality and Community gold medalist Judy Simpson when at the forefront of the inner city campaign.

The scheme's general council meeting in Bournemouth that month the scheme had a lot to offer youngsters living in these areas, they shared difficulties not shared by the majority.

Kingdom to Handsworth in Haringey, the lives of youngsters who had to live in council houses, who had to go to school by bus, who had to live in council houses, who had to go to school by bus, who had to live in council houses, who had to go to school by bus.

This was echoed by Mr Peter Boulter, Cumbria's director of education, who told the conference it was essential that the scheme was seen as an opportunity for all. "It's an ideal extension to comprehensive education with the aim of allowing individuals to measure their abilities against their potentials."

A deputy head of a West Midlands comprehensive with a staggering 400 of its 950 pupils involved in the scheme, spoke of the problems posed by the teachers' industrial action. Dick Brasher, of Fairfax School in Sutton Coldfield, said in some schools there had been hostility from teachers im-



The scheme provides scope for personal achievement and social involvement



posing sanctions and the scheme had been forced into youth clubs. In his school, the deputy heads had kept it going with the help of parents.

The campaign for a new "upfront" image has been mostly funded by contributions from industry. The scheme's patron, Prince Philip, told the conference that the committee of young supporters led by Prince Edward and set up to mark the scheme's thirtieth anniversary this year, had raised £500,000—far surpassing its target of £250,000.

Youngsters are setting off on potentially dangerous expeditions without the relevant training, the award scheme's safety specialist has warned.

Mr Vally Keay said it was the task of the scheme's organizers to reduce the element of risk to acceptable limits.

In the past two or three years, many youngsters who were little more than novices, had been "succumbing to the elements" during winter expeditions. Mr Keay, chairman of the scheme's safety subcommittee, said some were insufficiently prepared for a summer expedition let alone a winter one.

He advised against giving permission for such expeditions "on the nod" and called for more rigorous training.

A number of serious injuries had been caused by accidents with methylated spirit stoves, he added. The stoves were perfectly safe in themselves, but the fuel had a low flash point, and in sunlight burned with an invisible flame.

As a result, there was a tendency for youngsters to add more meth to the stove without realizing it was already alight. In one case, the fuel bottle had become a flame-thrower, setting alight a tent which had burned around its occupant.

The scheme's patron, Prince Philip, pointed out that there had been several deaths around Balmoral where people had gone climbing in misty conditions—sometimes in high-heeled shoes. "Mountain climbing is not child's play," he warned. "People should understand that the open country and mountains country are not the same as the backyard in the city. Nature can be deadly."

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## Woman wins back pay in equality case

by Diane Spencer

Mrs Janice Clews, a Walsall teacher, has won her case for equal pay and status with a male colleague at TP Riley community school.

With the support of her union, the National Association of Schoolmasters/Union of Women Teachers, and the Equal Opportunities Commission, she received nearly three years' back pay and a contribution towards the costs of her case.

Walsall education authority made this settlement before the case came before an industrial tribunal in Birmingham under the "like-work" provision of the 1970 Equal Pay Act.

When Mrs Clews became assistant director of school and community activities in 1983, she was on Scale 2. She discovered that her male colleague, Mr Terry Plant, was called associate director and was on Scale 4. However, the work was similar, and in other community schools two assistant directors were on Scale 3, whether male or female.

Mr Plant's post has now been redesignated a Scale 3 although his salary is protected.



Snakes alive in the grip of a 5ft python are 12-year-olds Correy Triggs (left) and Martin Cox, of Summertown middle school, Oxford. The snake is one of the star attractions of Reptile ReThink, run by Don Reid of Burford, Oxfordshire, who visits schools in central and southern England.

## Brent 'dragging its feet' over Islamic school project

Brent education authority has been accused of trying to delay the establishment of the country's first voluntary aided Islamic school.

The trustees of the Islamia School believe that if they build a new block they will be more likely to gain voluntary aided status, but are frustrated by the time it has taken to process their planning application.

The play was submitted in August but the council has allegedly said that it cannot discuss the application until January.

Mr Ibrahim Hewitt, representative of the Islamic Circle Organization which is backing the school, said: "Dragging their feet like this makes nonsense of the council's so-called anti-racist policies. The previous bung council backed our application for voluntary aided status. Now sections of the local Labour Party seem deter-

mined to hinder us." Earlier this month Brent East Constituency Labour Party had a motion on their agenda to withdraw support for the school's bid for voluntary aided status.

A council spokesman denied it was trying to slow down the application. "On the contrary, when the Islamic Circle Organization first applied to the DES to become a voluntary aided school it was the council which advised them to apply for planning permission."

"But the staffing of the planning section is under strength at present and there's a backlog of applications. Moreover, this one refers to a site close to a large number of properties and will require close consultation."

Voluntary aided status would mean that staff salaries and running costs would be borne by Brent Council. The foundation body would still have to find 15 per cent of capital costs.



Islamic voluntary aided status sought

## DES holds out promise of help for deaf-blind

A Department of Education and Science survey of all local education authorities is under way to find out how many children have both hearing and visual handicaps and how far their needs are met.

The children, known as deaf-blind, suffer from varying degrees of visual and hearing handicap, often complicated by further physical, developmental and educational problems. The DES recognizes that up to now no information on these children or assessment of their needs has been available nationally.

The survey includes a questionnaire to be completed by all L.E.A.s and a discussion document that makes suggestions on the education of deaf-blind children.

The curriculum for such children needs to give a high priority to the development of a communication system. The document says, "Early diagnosis is vital and the child's education should be planned by the age of two, when formal schooling could begin."

It is likely each region will have a special unit and the demand for specialized courses will increase.

Mr Rodney Clark, the director of the National Deaf/Blind and Rubella Association, SENSE, said that the report had been promised two and a half years ago. He was "ecstatic" that it had appeared, but said it had to be followed by a national strategy and teacher-training courses.

SENSE had wanted the questionnaire to go to all special schools as well as to L.E.A.s to give a truer picture of the children's needs and how well they were met.

Mr Clark estimated that there were around 1,000 deaf-blind children in the country. He considered the fact that many of them were placed in local schools for those with severe learning difficulties was most unfortunate.

SENSE hopes to organize a special course for teachers of deaf-blind children with Birmingham University, to start next September.

## IN BRIEF

### The other East Enders

A study of how turn-of-the-century Jewish immigrant children fared in East End schools has attracted a grant of £36,000 from the Leverhulme Trust. It will examine their efforts to reach the educational attainment levels of the host community. Mr John Hall, director of the Centre for East End Studies, said: "The project will be of obvious interest to the Asian and other newcomers who have established themselves in the same area 100 years later."

### Spending clamp

The increased cost of sending children to special residential schools has forced Cheshire education authorities to order a clampdown on placements. Mr Neil Ertton, the county's education director, has warned staff to make placements without his approval. That of his deputy or the school education officer. In 1983/84 the county £1,487,499 to send special needs children to such schools. Estimated costs for this year are £2,250,000.

### Jobs safeguarded

No staff will be made redundant when Charnett teacher training college merges with Thames Polytechnic, the Inner London Education Authority announced this week. The college's specialism, the training of further education teachers, will be transferred to the Eltham site of the polytechnic by 1988 and any staff not making the move will be redeployed as close as possible to their current workplace.

### No handicap

The Open University has joined forces with MENCAP to produce a new course aimed at enriching the lives of the mentally handicapped people. The course consists of a student study pack (price £25) and an optional assessment pack (£10) for those who want to register as OU students. A group co-ordinators pack including a complete set of student material, four video programmes and guidance on setting up and running study groups is also available (£150). Details can be obtained from Jan Wainley, at the Department of Health and Social Welfare, Open University, Milton Keynes MK7 6AA.

### Dutch encouraged

Dutch language teaching has become a protected species. The University Grants Committee has asked the four British universities which teach the subject to honour degree level - Cambridge, Hull, Liverpool and London - to ensure that provision does not drop below its present level. Cambridge has been asked to increase undergraduate recruitment.

### APU leaflets

The Assessment of Performance Unit has published the first in a series of leaflets on different topics for teachers. The first one focuses on length and is based on findings from the first round of APU surveys of 11-year-olds' mathematical performance. It is being sent free to local education authorities, teacher training education authorities, teacher centres, and institutions and copies of the Topics leaflet are available price £2.95 per pack of 10 from HMSO and bookshops.

### Healthy hearts

A teaching pack on heart disease aimed at children aged 9 to 13 has won £500 for Emma Brombridge, a home economics degree student from Worcester College of Higher Education who now teaches at St Ivo School in Cambridge. Her award was sponsored by the National Association of Teachers of Home Economics and the Flora Project for Heart Disease Prevention.

### Ruskin grants

Ruskin College, the trade union-supported college in Oxford, is offering scholarships for two-year courses including Labour studies, social studies, development studies, history and literature, to start next autumn. Closing date for applications is January 31.

### Extra term sought

The Association of County Councils is backing a plan to introduce the fourth term year into schools. Officials are to hold talks with the examination boards on how their timetables might be changed in order to allow the introduction of an extra term.

### Building scheme

A major building development costing £1 million is set to begin at the Perse School for girls in Cambridge. The programme will replace classrooms lost through fire and provide extra facilities for CDE, computer studies, needlework and drama.

## Advert plan for books

Dyfed could become the second local education authority in England and Wales to opt for allowing advertising in school exercise books.

Cash savings of between £10,000 and £20,000 a year could be achieved if the authority were to go ahead with the scheme, according to the county's deputy director of education, Mr John Ellis.

He told a meeting of the county's schools subcommittee that implementing such a policy would result in the authority receiving a free exercise book for each school pupil per term.

Mr Ellis suggested that the exercise books could carry up to 12 adverts, located on the inside of the front cover, plus the inside and outside of the back cover. But the outside of the front cover would be reserved for the county's own logo.

Mr Ellis was adamant that certain categories of advertisement, such as for political parties, religious groups, alcohol and cigarettes, would be excluded.

His views were endorsed by the subcommittee, which is now recommending the policy for adoption by the full education committee. If agreement is reached, advertising will be introduced - initially as a pilot project - in September 1987.

Berkshire has already opted for such a scheme.

## Librarians seek final say in selecting written word

by Sue Surkes

School librarians should have the final say about book selection, provided they follow defined broad guidelines, the School Library Association says in a policy statement.

The call coincides with separate Library Association moves, already reported in *THE TES*, to publish a leaflet for councillors stressing the importance of an impartial library service.

Mrs Valery Foa, the executive secretary of the School Library Association, said her organization was responding to the concern expressed after the Education Secretary objected to the controversial book, *Jenny Lives with Eric and Martin*.

Two months ago, Mr Kenneth Baker called on the Inner London Education Authority to withdraw from their central loan collection the book

about a five-year-old girl's weekend with her father and his male lover.

The statement says that youngsters' interest in themselves, their relationships and the world around them may be best satisfied in "sensitively written literature suited to the reader's physical and emotional development".

It says that a book chosen by the reader or librarian should consider the religion, gender or ethnic background of the pupil who may read it and should neither sensationalize nor trivialize human relationships or the world in which young people grow up.

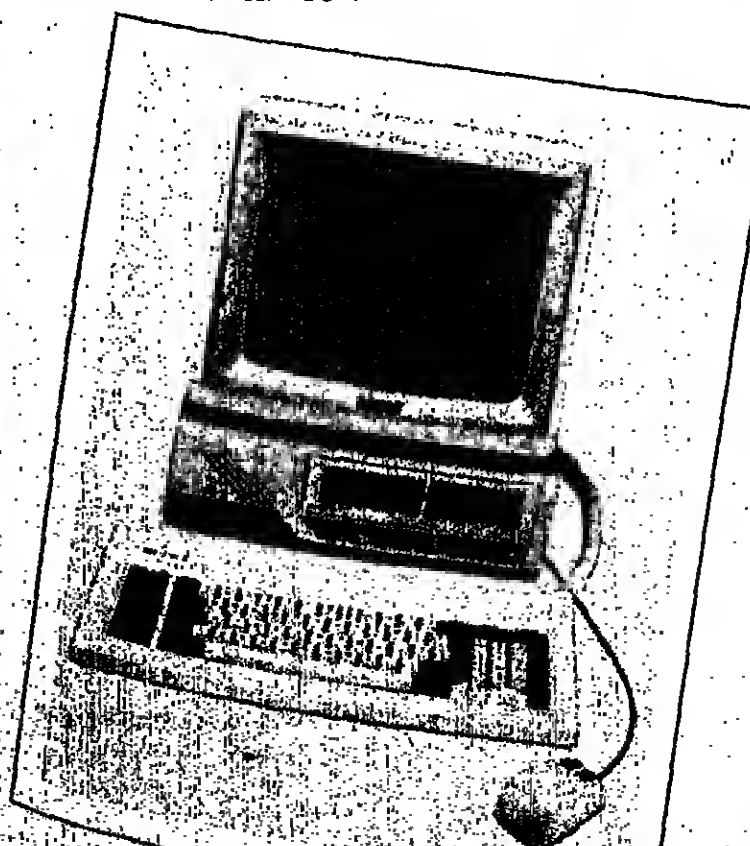
"Within these broad guidelines, each librarian must establish specific criteria, depending upon the nature of the institution in which he or she works," Mrs Foa said of the decision to issue the statement. "The idea was that, if asked our opinion, we would have it to hand."

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OVERSEAS

# Drugs battle is long on money, short on method

Mr William Bennett, the US Education Secretary, is losing no time in distributing the \$200 million (€130 million) voted by Congress for drug education programmes in schools and colleges across America. Eight per cent of the money will go to universities. The remainder will be divided among the states in proportion to their school-age population.

On this basis, California will get the biggest share, \$15.6 million, and the 13 least populous states will each receive \$795,505. But the state governors will receive 30 per cent of this money for community-based programmes, considerably reducing the amount to go to the schools.

Exactly how the money will be spent is unclear. The Education Department has issued no new regulations, leaving it up to local school districts to decide how to go about the task. According to the law, they may use the funds to develop or acquire curricular materials, set up school-based and family-based prevention programmes, and run counselling and referral schemes for students and parents.

They can also establish training programmes for teachers, community leaders and law enforcement personnel, and introduce special measures for student athletes. Exactly how much of this will be possible after the cash has been sub-divided and split between America's myriad school districts is a matter for speculation.

Drugs are already being praised as a good idea. The measure was swept into law following the public outcry over the death of Maryland University basketball star Len Bias from an overdose of cocaine, and with more than half an eye on the pending congressional elections.

Now that these are over, and the attention of media and politicians has switched to fresh woods and scandals

UNITED STATES

**Bill Norris on how a £130 million education programme may yet fail**

New, social scientists are pointing out that post education programmes have not led to increased drug use among curious teenagers.

"What we've been doing for the past 20 or 30 years is to try to make people aware of the dangers and scare them away from drugs," said Dr Gilbert J. Bovin, associate professor of psychology at Cornell University Medical College. "Research shows that those programmes just have not worked."

Ms Catherine Bell-Bock, chief of the prevention research branch of the National Institute on Drug Abuse, agrees. "Those programmes that use scare tactics, moralizing and information alone, may actually have put children at increased risk," she said.

Various methods have been tried over the years. In Michigan junior high schools in the early 1970s, students were given detailed information on the physiology and pharmacology of drug use, and its legal, social and psychological ramifications. Follow-up studies discovered that the more they learned about drugs, the more likely they were to try them.

In Napa, California, 6,000 students were given a different approach from 1978 to 1981. There, the programme focused on improving their self-esteem, on the theory that drug users suffer from a poor self-image. It didn't work.

Nor did the scare tactics employed by schools in New York City, beginning in 1971. Teachers paraded coffins and held mock funerals for drug addicts. But the literature they passed



Drug education: a good idea or putting children at increased risk?

around ended up in the waste basket, and after three years the programme was dropped. The latest idea is a "psycho-social" plan, designed to teach students how to resist pressure from their peers, television, the cinema, and even their parents. This is claimed to have been successful in cutting down cigarette smoking and drinking among schoolchildren. Its effectiveness against drug use is doubted by some experts.

Many schools at present are adopting a more simplistic disciplinary approach. Routine searches for drugs have become commonplace, especially in the cities, and there is a growing

trend to subject students, especially athletes, to random urine tests. "We believe it keeps them fairly honest," said Mr Cennium Stanfield, superintendent of a Texas school that has carried out more than 300 such tests already this term.

Urine testing, however, is being increasingly challenged in the courts as an infringement of constitutional rights. And in most cases the students are winning.

It remains to be seen whether Mr Bennett's \$200 million windfall will make such draconian measures unnecessary. In the classrooms, there is not much optimism that it will.

## Sanctuary offered for homework

In the poorer neighbourhoods of Washington DC, as to the overcrowded housing areas of many another city, homework has become an oxymoron. The competing demands of television and noisy siblings make academic study virtually impossible.

Washington seems to have found the answer. In a converted meeting room, donated by the city's Department of Housing and Community Development, a homework centre has been set up where children can go after school.

Staffed by one part-time supervisor and a couple of parent volunteers, the centre has proved enormously popular. So popular, in fact, that after only a few weeks of operation a two-shift system has been instituted to cope with all the children who want to use it. The district school board has now voted unanimously to set up similar facilities in public housing projects throughout the city.

The homework centre is the brainchild of school board president Mr David Hall. "I just reject any notion that test scores are held down by where you live," Mr Hall said this week. "It's how you're taught and the habits you form. With these centres, we can teach study habits at an early age, so these kids won't end up on the street corners like so many teenagers."

Many of the children are referred to the centre by their teachers, aware that they can get more personal attention than is possible during the school day. One volunteer, Ms Gloria Cole, a former teacher, says many of the children she works with are having trouble with their studies.

"You need to sit with some of them to get it done," she said. "With some of them, if you walk away, they stop or they give up. If you sit with them long enough, they begin to get it. They don't mind it. When we open, they are here on the line waiting for us."

The homework centre is not only proving effective, it is also inexpensive. With neighbourhood schools donating decorations and a blackboard, the total cost has been \$6,000 (£4,000) for books and a computer. In terms of improved achievement for Washington's poorest black children, that should prove to be money well spent.

# Violence mars students' victory

**FRANCE**  
A demonstrator's death minutes after a police beating has overshadowed the withdrawal of controversial legislation, Mary Follain reports



Monning the barricades: a protester hurls crowd control fence at the police

anything constructive in the universities. The real problems remain, and they are immense, but it will be some time before they can be raised again," said M. Monory.

With presidential elections due in some 16 months' time it seems unlikely that the present government will want to tinker with much educational reform.

M. Monory has saved his portfolio, but his quietly spoken minister for universities and research, M. Alain

Devuquet, who drew up the university Bill, has resigned.

As a research chemist and professor, M. Devuquet knew the university world well and fought the radicals in his party who wanted to give more autonomy to universities than he thought wise.

The Bill, which many judged too moderate to be worth bothering about, sent hundreds of thousands of students and lycée pupils into the streets all over France. It came close to bringing down

the Government in what threatened to become a repeat of the Socialist defeat two years ago, when public opinion rejected their proposals to reform private education.

The students have insisted that their protest was apolitical, but the Socialist opposition must feel the victory is theirs too. M. Alain Savary's reform took power from the predominantly right-wing senior university professors. M. Devuquet's Bill would have restored their influence.

## Many more inspectors set to call

SPAIN

A widening posse of new school inspectors is continuing the shake up of the Spanish education system. The appointees - chosen by open competition from 600 applicants - will supervise or six-year contracts before taking up their teaching posts.

Under the inspectorate has been a traditional body, whose duties centred on ensuring that state schools complied with the regulations, and issuing licences to private schools. The inspectors were also expected to ensure good standards in their classes regularly.

The intention is that the new inspectors should be more concerned with classroom practice. This new approach was not welcomed by the inspectors, and some chose to leave the offer of a transfer to administrative posts elsewhere in the Ministry of Education. There are now 468 inspectors, 20 of whom have central posts.

The average age of the new inspectors is 39, and 86 per cent are under 42. The minimum qualification was five years' teaching. They have spent on average 13 years in the profession.

Under the new Education Act has been a new governing body, which now has a more direct influence over schools. The Ministry is giving greater powers to the governing bodies, which now have to prepare the school's budget and to select the staff.

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# Anti-semitic under-currents surface in secondary survey

WEST GERMANY

A survey claiming to uncover prejudice and ignorance about Jewish history and modern-day Israel among West German secondary school pupils has added a new dimension to the controversy over resurgent anti-semitism.

The results are seen as reflecting both a marked desire to bury Germany's Nazi past and a trend towards the open expression of anti-Jewish sentiments.

In the largest survey of its kind in the country, more than 4,000 13-18-year-olds in Baden-Württemberg answered questions spanning the period from the Holocaust to the war in Lebanon and stated their sources of information.

Statistically, the survey cannot claim to be representative because of the limited geographical area covered. But Professor Kai Roth, of Passau University, who has evaluated the results, believes that the size of the sample allows general conclusions to be drawn.

In his view, the findings reveal levels of ignorance ranging from "disquieting to appalling", as well as "dangerous attitudes" towards the persecution of the Jews during the Third Reich.

Nearly half the sample, for instance, could not name a German Jew who had made a significant contribution to science, culture or the arts. Some 15 per cent believed that the Holocaust was a Jewish plot to exterminate the German people.

About 15 per cent believed that, because of their outstanding scientific achievements, Germans had the right to hear no more about Auschwitz, while 7.4 per cent said that reports of the murder of between five and six million Jews in the Third Reich were "greatly exaggerated".

According to the results, there is a correlation between attitudes and level of education, with secondary modern pupils displaying greater prejudice than those in grammar schools.

Nearly half the secondary modern sample, for instance, believed that Hitler and the SS alone were responsible for the Holocaust.

WEST GERMANY

able for the persecution of the Jews, which Professor Roth interprets as "a verdict of acquittal on the countless numbers who aided and abetted the Nazi murderers".

More than a quarter of those completing the questionnaire believed that West Germany had the right to deliver offensive weapons to Israel's enemies, and almost the same percentage thought that peace in the Middle East would long since have been achieved but for Israeli prejudices against Arabs.

One of the most depressing findings, according to Professor Roth, concerned the lack of contact between young Germans and Jews. Only 2 per cent said they drew their information from direct contact. Television ranked with school as a source of information, with parents coming a poor third.

One unusual aspect of this survey is that its initiators were not academic or media researchers, but two sixth-formers, Joachim Lamm and Bernhard Prosch undertook the work during

their final year at the Heinrich Heine Gymnasium in Ostfildern near Stuttgart, after attending a seminar on anti-semitism and being shocked at their own lack of information on the subject.

With the full support of their headteacher, they worked out the questionnaire in collaboration with a Frankfurt periodical, *Tribüne*, which has now published the results, and in consultation with the anti-semitism research centre at West Berlin's Technical University.

They then delivered more than 10,000 questionnaires to nearly 70 secondary schools in the Stuttgart area. The experience has convinced Bernhard Prosch that too little is taught in schools about anti-semitism, at too late a stage, and that more must be done to counteract the growing desire in West Germany to forget the Nazi past.

His view is echoed by Herr Otto Romberg, the editor of *Tribüne*, which aims to promote a better understanding in West Germany of the Jewish people. He underlined the need for more contact with Jews and for more opportunities for young people to visit Israel.

The lesson he draws from the survey is that all educators must avoid a black-and-white portrayal of Jewish issues, and must explain the background to current events fully. He also warned of the danger of politicians exploiting - subconsciously or otherwise - latent anti-semitism.

He is not alone in warning that an atmosphere conducive to a revival of anti-semitism may be developing in West Germany. In April, Herr Heinz Galinski, the head of the Jewish community in Berlin, said the country's 30,000 strong Jewish population had encountered more hostility in recent months than at any time since 1945.

What was new, he said, was that latent anti-semitism was once more being expressed freely and openly, especially by right-wing politicians.

WEST GERMANY

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# Immobility knocks for Erasmus

BRITAIN

The European Community's most ambitious education project faces disaster because ministers have failed to agree a British compromise package.

Strenuous efforts were in progress last week to try to save Erasmus - European Action for the Mobility of University Students - which was designed to bring a tenfold increase in student numbers learning abroad.

Under the programme, on which the European Commission proposed spending 175 ECUs (nearly £18 million) in the first three years, there would be student grants to aid mobility, a European university network, improved academic recognition of diplomas and study periods and other measures including teacher exchange programmes, conferences, publications and study visits.

At present, 1 per cent of the EEC's five million students study in another member state.

Finance was the biggest obstacle of the meeting of education ministers, and a sticking point was the insistence by France and West Germany that scholarships should not be awarded for up to least three years and until the network was established.

But the Commission remains adamant that Erasmus must offer student grants from the start.

Mrs Angela Rumbold, the British education minister chairing the meeting, put forward a compromise package which failed to resolve the impasse and the Commission withdrew the project.

After the meeting, Mr. Manuel Marín, the commission responsible for education, commented that Erasmus's failure demonstrated the low priority EEC states gave community action.

Contacts were opened last week between the Commission and the British presidency in the hope that Erasmus could be saved, and it was due to be raised at the London summit meeting at the end of last week.

Jane Marshall

# Yen and the tricky art of pupil maintenance

JAPAN

Rising education costs have become a financial burden for a large number of Japanese families.

According to a recent survey, 79 per cent of parents whose first child is at university, and 41 per cent of those whose first child is at senior high school, feel that education costs are a "great burden".

Only the first nine years of Japan's lengthy education ladder are compulsory and free. Tuition fees are charged for three optional years at senior high school and four years at university.

With nearly 95 per cent of 15-year-olds electing to stay on, and 35 per cent of 18-year-olds progressing to university, education costs are incurred by an increasingly large number of families.

Moreover, such is the competition for places at good senior high schools and universities that many youngsters attend voluntary after-school lessons in *juku* or cramming schools to improve

JAPAN

their chances. In 1985, 45 per cent of middle school pupils were attending *juku*.

Families spend around £40 a month on *juku* fees for each child of middle-school age. The costs are even greater for high-school students. Books, uniforms and school-trips also have to be paid for. "At the moment I spend £60 a month on my daughter's education," said one mother whose eight-year-old is still in the third grade of elementary school. "I save a further £30 for her future high school and college expenses."

Japanese education has always been noted for its egalitarianism, but the fear is that soaring costs will prevent lower-income families from competing. *juku* or cramming schools to improve

John Greenlees



Crammer fodder: many youngsters take extra lessons

# Private sector boom time

TURKEY

**Bernard Kennedy on how entrepreneurs and politicians are taking advantage of a decline in state provision**

Private investment in Turkish education has reached a new high level as the decline in public sector provision continues.

Some of the recently-opened private schools are owned by businessmen, while others are suspected to have party political connections. One Istanbul school belongs to a major national newspaper. Many have their own nursery and preparatory departments.

The proportion of public spending accounted for by the Education Ministry has fallen from 12.3 per cent to 8.6 per cent over the past 10 years even though its responsibilities have extended to youth and sport.

At the same time the population has increased. Many state schools work two shifts, and some work three. School buildings have been kept going largely through a "build your own" campaign under which local benefactors contribute to new buildings or extensions, but have no official say in their running.

In the state sector, provision of libraries, laboratories and sports facilities is random. By contrast, the private sector is more regular. For example, private schools have a fleet of school buses, and have closed-circuit television in all classrooms.

Another reason why parents are flocking to the private sector is the level of religious influence throughout the education system. The overall decline in provision has not



Hard times maintained school

In state secondary schools, the average class size is around 45; in private secondary schools it is 30. Pupils in state schools are lucky if they can say "hello" and "goodbye" in a foreign language by the end of their schooling, while in many private schools, science and other subjects are taught through the medium of a foreign language, invariably English.

At least one private secondary school recently considered entering its English teachers for the Royal Society of Arts courses in English as a foreign language. The only forms of in-service training available to state sector teachers are occasional ideological day seminars for those considered below standard. Both are compulsory and run by the Ministry with no expenses paid.

Another reason why parents are flocking to the private sector is the level of religious influence throughout the education system. The overall decline in provision has not

proved a sharp rise in the number of *Imam Hatip* colleges - secondary schools originally designed to train people to work in mosques or for the Government religious affairs department.

In all schools, the recently-introduced subject of religious culture tends to be taught by individuals who have adopted a strict form of Islam; and the Education Ministry, which remains largely religiously-inclined in spite of last year's change of minister, is proposing to create a prayer-room in every primary school.

Add to this the recent public campaign against Darwinism and studies of recruitment by semi-underground sects in state secondary schools, and you have a picture far from attractive to the typical professional, city-dwelling family.

Parents who send their children to state schools may also be involved in expense, for equipment or school repairs, or examples. If a child fails in a subject, for example, they may be asked to prepare for the university entrance exam, the *dershane* or private cramming schools offer part-time courses at a price. Until recently they were only to be found in a few major cities, but they are now spreading rapidly, and many of them are investing in full-time private schooling as well.

There is little sign of a reversal in the trend towards private education. University students now pay fees, and there is even a private university in Ankara. It is a far cry from the system of free and secular education for all, enshrined in the Republic's first law on education promulgated back in 1924.

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## LETTERS

# Union negotiators out of touch with their members

Sir - Recent discussions on the teachers' pay negotiations have centred on a comparison between the Acat deal and the package proposed by Mr Baker. It is obvious that the commentators have not had contact with the teachers themselves. The view from the staffroom is very different from the one which has been presented in the press.

I am writing on behalf of the teachers in this secondary school, ranging from new entrants on Scale 1 to Senior Teachers, with membership of four unions. Since the initial Coventry agreement was signed in the summer, we have urged our unions to think again. Despite our detailed criticisms, our negotiators have persisted with the Coventry formula and they are now asking us to back them in the face of an imposed settlement.

The introduction of the proposed pay structure will have grave consequences in secondary schools. Less than a quarter of the teachers will receive allowances for extra responsibility and the allowances themselves are derisory. There will be an inadequate middle management structure in schools.

New entrants will soon become disillusioned when they realize that their promotion prospects are bleak. The offer will completely fail to attract

teachers in shortage subjects. There will be no incentive to move to other schools and the difficulty encountered already in attracting teachers to high cost-of-living areas will be worsened.

The 16.4 per cent increase in salaries has been described as a generous offer. It is interesting to note its origin. Teachers in Scotland have been engaged in two years of industrial dispute in an effort to obtain an independent review of their pay and conditions. The Main Report, published recently, recommended a complicated package covering changes in conditions of service, an immediate pay rise of 16.4 per cent which phased over two years to simply an annual increase of 8 per cent and less than the average increase for non-manual workers last year.

The teachers in England and Wales have now been offered the same phased payment, and our negotiators tell us that this is the most we can expect. Let us be quite clear about this. The increase on offer is totally inadequate as a long-term solution. It does not compensate teachers for the severe erosion of salaries over the years and since there is no erosion clause any benefits would quickly be lost. Our negotiators know this but they have been intimidated by Mr Baker's threat to impose his own package which would, of course,

greatly reduce the power of the unions.

Teachers have been reading with disbelief details of the proposed conditions of service. We can still expect to teach classes of up to 33 and our working day will be extended. Our working day will be increased by an hour at the direction of the head with preparation and marking to be carried out at home in our own time.

Our negotiators have clearly lost touch with their members. We urge all teachers to have the courage to reject the agreement and to make their voices heard in local associations and in the press. The threat of Government intervention must not be allowed to divert us from our course. The Government is as anxious to avoid a confrontation as anyone and it is difficult to believe that they would make such a serious move so near to election.

We have, in any case, little to lose since the Government offer is only marginally worse than the Acat one. We face a serious crisis in the schools and ratification of the agreement would have disastrous consequences for years to come.

S J HASLUM  
Chairman of the Staff Association  
Tomlinson School  
Frimley  
Surrey



Data post: lack of computer policy damages pupils and staff

## Shortage ignored

Sir - Figures from HM Inspectorate on the shortage of teachers in physics, maths and CDT (TES, November 28), indicate the need for urgent action in these fields. Regrettably, HMI has failed to give equal prominence to the shortage of teachers of computing in secondary schools. This, I suspect, is directly related to HMI's lack of a clear policy in this area, as a result of which teachers and local authority advisers have tried for many years to build up a major curriculum area from scratch.

The people who suffer most seriously are the many pupils who do not receive an appropriate curriculum in educational computing and the many computing teachers who feel increasingly confused by the contradiction between the demands made on them and the apparent lack of support nationally. And, in case they occasionally find themselves aimlessly kicking their heels in boredom, they are sometimes even expected to direct their schools' increasing dependence on computer-aided administration.

In such circumstances, and with virtually no teachers entering the profession with qualifications in computing, it is remarkable that so much good work is done in so many schools. To discover that computing teachers are not even worthy of being considered alongside those in physics, maths and CDT as an endangered species must be seen by many as the final insult.

BRYAN WEAVER  
Inspector for Computer Education  
Inner London Educational Computing Centre  
John Ruskin Street  
London SE5

## County counsel

Sir - I write with reference to your article "Firms asked to back profiles" (TES, November 21). Could I please draw your attention to the fact that it is Suffolk and not Sussex that is one of the DES-supported schemes?

ALISON DAINY  
Co-ordinator for Records of Pupil Achievement  
South Suffolk Teachers' Centre  
Pauls Road  
Ipswich

## Therapy shortfall

Sir - Some 10,000 Chwyd people have recently signed a petition which calls on the Secretary of State for Wales to provide the county's health authority with more resources so that they can appoint more speech therapists and physiotherapists for special needs children.

Therapy is a matter of vital educational importance as it helps knock down the barriers to learning which these children encounter. If, as it seems, health authorities cannot afford to provide this essential service, then educational authorities (who after all are supposed to have overall responsibility for pupils) must stop turning their backs on this appalling situation. At present, spastic children are lucky to receive 10 minutes' physiotherapy per week. Is it therefore not time that i.e.s.s. honoured their obligations to these children under the terms of the 1944 and 1981 Education Acts?

KEN MACK  
19 Crathie Place  
Rhoddu  
Wrexham, Chwyd

arranged by the Central Bureau. Further details of all teacher exchange, study visit and short course opportunities available through the Central Bureau can be obtained by writing to its in-service training department.

MAURICE COHEN  
Head of Teacher Exchange Section  
In-Service Training Department  
The Central Bureau  
Seymour House  
London W1

## Tours de force

Sir - I am delighted that *The TES* is running an occasional series of teaching abroad. An awareness of other educational systems can only help in putting our own practice into perspective.

Your readers might be interested to know that the article by Linda Green (TES, November 14) was based on her experiences during a post-to-post teacher exchange appointment.

# Doctor, English is out of isolation

Sir - I felt irritated by Dr Robert Burchfield's article (TES, November 21) where he does not know that English has evolved from a subject into a discipline of much more than mere grammar.

No longer do English teachers teach grammar from a textbook, prescribe a comprehension, précis a passage, or teach prose, in isolation. The four modes of language - speaking, listening, reading and writing - are interdependent as they are in the real world in which children live. English teachers are needed to ensure this effectively.

English does not operate in isolation as a subject which only deals with grammar and structure of language. English is concerned with communication. It encourages children to develop skills of listening, talking, evaluating and expressing opinions and feelings clearly and accurately. Children are to understand the appropriate register and tone. They also need to develop the skills of analysis, evaluation and discrimination.

The work of the English teacher is to develop the skills of these skills in the world in which the pupil lives. English deals with social issues, relationships, marriage, family work and so on. It also deals with philosophical concepts such as enthusiasm and freedom. Good English teachers do not only teach communication skills, but also develop the skills of thinking, caring adults.

A philosophy of education seems to govern the teaching of "grammar" in English. The need for the "Teaching Grammar" or "Teaching Grammar" is a needless exercise. It is an exercise in 1986 to presume the necessity to transcribe and transcribe what means anything to most school pupils, whether they be teachers or not.

I would argue that teachers are not "teaching grammar" but in a much more imaginative way. It is a lesson which is based on a class of "grammar" to a class of "grammar" and so on. The lesson can be developed in many ways, using the children's "basic" sentences, and extending their writing using more complex sentences. The concept of grammar is not a dead one today.

The difference is that grammar is not taught as a separate lesson but as a tool which is used in the context of the need for it. If there is to be a "passage back" in formal grammar teaching, using catechistic methods, it will be educationally valueless.

If the sagacious Mr Baker wants to improve standards in English, he must look at other factors.

"English in the secondary school is often taught by teachers with inadequate qualifications for the task" (Bullock, S. 16).

Fortunately, good management in schools can guard against this happening but only in ideal conditions. However, we now face shrinking rolls in school, and it is easy for school managers to presume that because a teacher speaks the language he or she can teach it. The subject, Professor Cox's intended that pupil-teacher relationships are a threat to continuous assessment work is far from the truth.

The continuous assessment examinations are threatened by non-specialist teachers who have to assume the role of examiner. Educators, and perhaps examining boards, would cry out in anguish if an English specialist examined physics students or a geography specialist examined home economics.

The reason why non-specialist English teachers are used so frequently is due mainly to the myth of "English" as propagated by Dr Burchfield. The old-style grammar school instructor, who entered a classroom and quoted the number of a grammatical exercise and disappeared to the staffroom, fortunately rarely exists in English today.

English is complex; its boundaries encompass more than one subject discipline and a myriad of skills. It therefore requires highly-trained subject specialists to teach it, a position which must be safeguarded by the Secretary of State for Education.

Mr Baker could perhaps help with the size of the classes we deal with in English. My colleagues in "option" subjects teach an average of 14 pupils as compared with 25 in English. English teachers could develop much higher standards if they had more time with the pupils.

In English we have a contact time of three hours each week and are expected to help the pupil to gain an external qualification in English language, English literature and oral English. Our colleagues in mathematics, for example, have the same contact time and enter the child for one external examination.

Our impecunious position could also be helped by central government.

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Our impecunious position could also be helped by central government.

## LETTERS



Tuned in: children use television as a source of information

Finance is poured into the Youth Training Scheme and the Manpower Service Commission and relatively little into schools.

Money is also urgently needed to build up sound remedial or special education support systems.

Another factor, as Mr Baker rightly states in his "Less box, more books" article (TES, November 7), is television. Television is responsible for slang expressions we hear daily. Children use television as a source of information, inspiration, a yardstick for moral issues, and a norm for violent behaviour.

In my present school we run two libraries, a school bookshop, an English for Fun Club, organize theatre visits, drama productions and workshops, public speaking competitions, and encourage authors to talk to the children on the problems of writing. We feel we cannot do more in encouraging children to read, but clearly Dr Burchfield feels the work of English teachers is insufficient if it does not include the teaching of formal grammar.

In most schools today, we no longer teach classical studies, Latin or Greek. Education has evolved and developed to provide pupils with a wide range of interests and skills which will enable them to meet the demands of their lives. Formal "grammar" teaching is not unenriching. Grammar does nothing to enrich life, except perhaps the life of an academic like Dr Burchfield.

C M SEWELL  
12 Eildon Court  
Bishop Auckland  
County Durham

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## NUT reticence

Sir - Included in the National Union of Teachers' Code of Professional Ethics and the Professional Conduct Code is the following statement: "A teacher should not behave in a racially discriminatory manner or make racist remarks directed towards or about ethnic minority groups or members thereof."

In the introduction to the Union's pamphlet *Combating Racism in Schools*, it is stated: "The union is unequivocally opposed to racism and is committed by conference resolution and by a long-standing policy to promote education for a harmonious multi-racial society."

It would appear from these statements that the union ought to be anxious to investigate any allegations of racism and pursue the investigations until the truth is discovered. It is, therefore, curious to see the union apparently doing its best to prevent a full investigation into Miss Maureen McGoldrick's case.

It is interesting to note that a number of outsiders, such as Neil Kinnock, Kenneth Baker, Norman Tebbit, and Ray Honeyford, are also trying to prevent a full investigation. Do they and the union know something we do not know and do not wish us or the general public to know?

We, as white teachers, would like to know the views of the black teachers and parents in Brent. We have yet to see them in the press. Above all, we and the general public have a right to know the truth and the truth will not be heard if it statements other than Miss McGoldrick's are not allowed to be heard and discussed. Then and only then will it be possible to make a reasoned judgement in this case.

ELIZABETH A LAWRENCE  
SUE AIREY  
108 Chandos Avenue  
Wheatstone  
London N21

## Change of hands

Sir - My article "English without content" (TES, November 21) was not, as the Senior Chief Inspector has suggested (TES, November 28), concerned with the teaching of the English language, but with the ways in which the issue is debated and studied.

It is, moreover, far from bizarre to point out that an HMI document reflects - I did not say "analysis of" - the views of the most senior Inspector responsible for the area to which it refers.

There was a change of Staff Inspector for English between the publication of *English from 5 to 16* and that of a document containing an outline of the Inspectorate's revisions, and it is reasonable to assume that this at least contributed to the abandonment of its most controversial proposals.

JOHN BALD  
County Reading and Language Centre  
Colchester Institute  
Marine Parade  
Clacton  
Essex

## Race research

Sir - I would like to hear from anyone who is involved in recording or testing attitudes among adolescents towards ethnic minorities. I am currently conducting some research in this area in connection with life and social skills programmes. I can be contacted at the address below.

C M WARD  
128 Providence Road  
Sheffield S6 5BE

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## Promotion jobs

Sir - In your issue of November 28 you published an article which illustrated how teachers surveyed in a Gallup poll agreed with the idea of better pay for better teachers, an idea heavily sponsored by the Secretary of State.

Such an idea may seem fair and reasonable, but in its presentation one or two rather basic points are underplayed. Kenneth Baker clearly sees better teachers as those already holding promotional posts Scale 3 and above.

What no one seems willing to admit is that many of these "better" teachers gained their promotions in the late 1960s and early 1970s at a time of unparalleled expansion in the education service when there was a serious shortage of teachers. The money then poured into education created so many promotional posts that many teachers, often with quite limited experience, found themselves promoted.

Often such promotions were simply given out without an interview. Where interviews were open, competition was severely limited. Many of these teachers were then able to use their positions as springboards for higher promotion within a few years. These are today's "better" teachers.

What many recently recruited teachers feel is a profound sense of frustration and injustice. They are frustrated that in a time of contraction the education service, promotion prospects are very limited indeed and competition fierce. Today a job de-

scription for a Scale 2 or 3 sounds like an advertisement for Superman.

Teachers are also offended by the injustice of Kenneth Baker's remarks about better teachers because the implication is that their inability to achieve promotion is an indication that they are not good teachers, and ineligible for a responsibility allowance.

The ridiculousness of Mr Baker's position is highlighted by another article in the same issue of *The TES*, where a headmaster points out that the present system of promotion (on which the new one will be based) does not give adequate rewards for responsibility. He cites the examples of his heads of RE and drama who are both on a Scale 1. Where will they and the many like them be under the new regime?

Mr Baker then asserts that good teachers need not worry because their qualities will be rewarded by accelerated promotion. This is plainly nonsense if the history of local government finance is anything to go by.

Will the i.e.s.s. suddenly become generous and recognize the vast pool of hitherto undervalued and underpaid teachers? Where will the money come from? Are local authorities no longer to be under financial constraints? Will the extra finance come from central government and, if so, doesn't that raise significant issues about the nature of political control and centralization of the education service?

JACK C PARKES  
64 Welton Grove  
Headingley, Leeds

## Notes of dissent

Sir - I am beginning to tire (already!) of complaints about specimen questions for GCSE from teachers shuddering at close contact with material that the less able can understand.

This week, music syllabuses are causing offence. Now I would love to see the music of Queen studied by

youngsters of all abilities, but I see from your report (TES, November 21) that Mrs Spurr, president of the Girls' Schools' Association, deplores their *Radio Ga-Ga* and probably all that she thinks it represents.

A few of the song's lyrics quoted in the article (out of context, need I say?) will do everything to reinforce her view in others, I fear.

And then Margaret Long (Letters) attacks the specimen GCSE music papers for embodying what she calls "the lowest level of cultural expectations" - in other words, have questions that lower-ability children can answer.

The point is, of course, that if these teachers wish to continue with traditional subject matter and approaches they will probably find an examining group and course work syllabus to suit. But I hope they don't.

L K WARNER  
Head of English and drama  
Newlands School  
Farm Road  
Maldenhead

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## TALKBACK

## READING TABOOS

## Turned on by books?

Sid Herbert

Lots of writing comes out nowadays about "reading at home" and "read with me". The idea is that because we have lots of lovely, interesting books, children can be greatly motivated by them and can learn to read.

Reading schemes are taboo because they use stilted language and are too restricted. Indeed, they are said to have a limited vocabulary which leads to unrealistic texts that are not of touch with the real world of the child. Use good stories, stories of fantasy, stories which children have always enjoyed, stories which mean something to children, stories which are children's literature. Motivation is the essence.

Yet the traditionalist would argue that structure is what is needed. Material for children should be carefully graded so that the child can progress at his or her pace and can experience success. This way the child gets a sense of achievement and acquires a love of books through mastery of the written word.

This is preferable in the child being put off by choosing a book that leads to a sense of failure. Learn to walk before you can run, and let the professionals provide the material and direct the learning. Let parents get on with teaching.

I have some sympathy with both these views.

As a young child, I cannot remember being "turned on" by books - by stories, yes, but not by books. But books have changed and children's books are better than they were. Not the stories, because we have always had good stories, but the presentation, the illustrations are far better.

Hence the world of books for young children has changed, the vivid illustrations are now there, and the abstract mental view, which is quite high in Piagetian development, is now provided for us on the page. We are, without doubt, dealing with a different perception of books by children. Reading for enjoyment (and looking at pictures) by the young child is far more available today and we should capitalize on this.

But does this negate the traditionalist view? I would argue not. What is wrong with individual words written on pieces of card and sent home in a tin? Absolutely nothing if approached sensibly. What is wrong with children taking home a colour-coded reading book graded according to readability? Absolutely nothing if approached sensibly. What is wrong with using reading schemes? Absolutely nothing if approached sensibly.

What is needed is for parents and teachers to understand what is going on. Reading is something which is "picked up" in various ways. It is part of the everyday world, words are all around us and are used for many purposes. They appear individually in phrases, in sentences, in books, on posters, on television, in capital letters, in lower case letters, in large print, small print, funny print, etc. Anybody who says we must always use words in sentences, or in a particular type of print is living in cloud-cuckoo land, or is at least ignoring a large part of waking life. Children are learning all the time and not just when they are being formally instructed.

So what we have to do, those of us who arrogantly believe we know about children learning to read, is to inform those other adults who, by the very fact

that they mix with children, are already involved in the teaching of reading. And those other adults generally want to learn from the "experts" - they are grown-ups, they can take it or leave it, they can discriminate, and they have every right to do so.

Parents bring up children, not teachers or educationists, and part of this is exposure to the English language in its many forms. Parents and the community decide on how they do this, whether we like it or not, and part of our job is to influence this the best we can - not to dictate but to influence.

What is the best way to do this? There is "shared reading", "paired reading", "words in a tin", and they all have their advantages and disadvantages, their successes and their critics. I would not venture to suggest that any one method is best in all circumstances. But I would say that certain things should be there. Teachers should believe in, and be enthusiastic about, whatever methods they use, otherwise success is highly unlikely. Educationists should recognize and attempt to understand and influence the part played by the community, in particular parents.

And by far the most important thing - reading should be enjoyable. Childhood is an important part of life on its own account and should be savoured, it is not just a preparation for adulthood. Our concern should be how to make it more fulfilling.

Sid Herbert is head of Creswick JMI School, Welwyn Garden City.



## AS LEVELS

## Outlook cloudy for reform

John Dunford

The sunny dawn for the new AS levels has been clouded by the front-page article in *The TES* (November 21) which stated that university admissions tutors are reluctant to recognize AS levels. This leaves schools and colleges in a difficult position over the introduction of the new examination and, if *The TES* article represents the true picture, then no school or college will put AS levels on the timetable next September.

The resource implications are pointing in the same direction. Teaching time has never been more precious. The demands of the GCSE mean smaller classes, especially in science and modern languages. So less time, not more, is available for sixth form work. Yet, in a school that offers 17 A level subjects and eight GCSE one-year courses, the introduction of six AS level courses will mean a 16 per cent increase in teacher-time in the sixth form. Some of the AS level work may be possible within the existing A level groups, but this assumes that the AS syllabus is a convenient subset of the A level. The draft syllabuses that have been published are not encouraging in this respect.

A further disadvantage of AS level students in A level groups is that the group may already be large and the inclusion of students who are spending less time on the subject - and therefore probably need more help from the teacher - will put the A level students at a disadvantage.

The financial cost of AS is difficult to quantify until the syllabuses appear. It is certain, however, that the introduction of GCSE has put school and college finances under tremendous pressure and money for a sixth form course of uncertain worth will not come high on the list of 1987 spending priorities. If an institution decides to offer a range of AS levels, then low cost is likely to feature high on the list of criteria for the selection of subjects. A syllabus that will involve the purchase of new books and equipment is unlikely to be taken up, however educationally desirable and exciting it may appear.

The other resource on which the demand has recently outstripped the supply is preparation time. GCSE, CPVE, a new pre-16 pre-vocational course structure, the extension of TVEI and GCSE M-study head the list of matters hating for our attention this year. AS level makes one further addition to this list. Quality of courses must not be sacrificed to quantity in the scramble to put each new initiative into the curriculum.

In my view, AS levels are the weakest of the many attempts to reform the sixth form curriculum. Bomber Q and F levels or N and F levels? The Scottish system has merits too. All these systems give effective broadening for all sixth formers.

With AS levels, however, some students will continue with three A levels, some will take complementary, not contrasting, AS levels and some will not be up to the required standard to take any. For all of these students, AS levels will provide no broadening, only those who take A levels with contrasting AS levels will have a broader curriculum as a result of the introduction of the new examination. A good general studies course or any of the other proposals mentioned earlier would have meant a broader sixth form course for all. Yet AS has succeeded in winning government support where other proposals have faltered. The reason for this is simple and clear - AS level has been supported by the universities, the other ideas were not.

In spite of all their doubts, schools will use their scarce resources to put on AS level courses if they believe them to be in the best interests of their pupils. Unless the message of the acceptability of AS levels comes more clearly from the universities, schools will judge that the new examination will be beneficial to few of their students. And schools are unlikely to timetable for classes that will be half empty.

John Dunford is head of Duffield Johnston Comprehensive School, Durham.

## ANTI-RACISTS

## Trivializing culture

David Pavett

If your report (*TES*, November 21) is accurate, then the situation produced by the "anti-racists" in Brent is a serious one indeed.

In more than 20 years of political activity on the left, I have changed my views on many issues. I have never felt, however, any need to question my strong opposition to any form of racism.

I was brought up to understand the evil effects of anti-semitism, and of the caricatures of various races which derived from colonialism. Despite all this, I can recognize the things in which I believe in the behaviour of the Brent "anti-racists".

For me, the essence of racism is the view that race determines beliefs, abilities and culture. Enoch Powell's vision of rivers of blood was (a) based on the view that black people can never share a culture with white people.

Mr Ron Anderson, Brent's chairman of education, says that hitherto education has been designed for white, middle-class children. Brent now intends to provide an education to serve the interests of black girls and working-class children. Great sentiments but what do they mean?

Does it not occur to people such as Mr Anderson that a great deal of the material to which the middle classes have had preferential access may also be of value to other social groups? What is wrong with the approach of the "anti-racists" associated with the Brent education authority (both black and white) is that they seem to have a concept of a national culture in which all children should share.

They have trivialized the notions of culture and class until they are at the level of the Chinese cultural revolutionaries in the late 1960s, who believed that bourgeois society created

bourgeois culture which could be of no value to the working class.

The ideologues of "anti-racism" think that if something has been created by white people then we can conclude that its role is to serve "white interests" as opposed to "black interests". (I find such views too close for comfort to the ideology which was held that the physics produced by Jews was "Jewish physics".)

When educationists relay such views, they reveal the poverty of their own culture. For all their good intentions (which I do not doubt), they constitute a danger both to the process of education and to the cause of non-trivialized anti-racism.

All school children need to be educated so that they reach a level of understanding (both in the humanities and the sciences) which will enable them to move with confidence in, and benefit from, the cultural setting in which they find themselves.

For this, they all need to understand the history of this country (albeit in a world context) and to understand the working of its institutions.

They should be familiar with the main figures and groups who have contributed to the formation of its

culture. This is not to say that ethnic minorities should not be encouraged to maintain their cultural particularity. Cultural diversity adds richness to our national life. Provided that we encourage critical assimilation of both majority and minority cultures, this should continue to be the case.

The Brent anti-racists, to judge from reports, seem to think that education can only set itself the aim of serving one group or another in the population. It is little wonder, then, that they believe that there have "unfortunately" to be casualties in the course of implementing their programme.

No one, except perhaps for some self-deluded professional anti-racists, seem to have thought that Mrs McGoldrick was a racist. Nevertheless, an example had to be made of someone to show the world how dangerous racism was about its politics.

If teaching by example will maintain, then I cannot think of a worse way of teaching the rising generation about working for social change.

The Brent anti-racists are strong on policies and actions ("positive" ones, of course) but weak on ideas and analysis. Thank goodness that a Brent branch of the National Union of Teachers rose to Mrs McGoldrick's defence. God preserve education and the cause of anti-racism from the likes of the Brent anti-racists.

David Pavett teaches physics at Hounslow Borough College, West London.



## FEATURES



Students may be 40 or more but assistant teachers give individual attention.

## The Tabernacle

A private school in the New York ghetto of Bedford Stuyvesant specialises in giving young, poor blacks a decent educational start. Wendy Wallace reports.

The streets of Bedford Stuyvesant are lined with burnt-out and abandoned buildings. Litter drifts in the wind, past shops and liquor stores and queues for the police patrol only in groups, and always on waste ground.

Some live here - but not at school. Every year, the New York City's neglected ghetto, the Bronx first the skills of the street, then the skills of the school, and then the skills of the street.

Only half of the 35,000 families in the neighbourhood live below the poverty line, and the Government has calculated its needs. Some two-thirds of the population are black, many of them are headed by women, many of them are unemployed.

Some children thrive in local schools, but in Public School 117, almost all of the 15-year-olds are two years or more behind for their age in reading. The theory of black academic achievement in the maintained sector, the children simply do not go to school. The school averages a 65 per cent attendance.

During the first nine months of 1986, in Bedford Stuyvesant, under-16s committed nearly 100 violent crimes. "It's easier to do the crime than the crime," explains Angela Clark, herself a local school and now working for the Bedford Stuyvesant Community Board. "Kids see people making money fast selling drugs. They don't have a lot of positive role models."

Tabernacle School is on attempt to give these positive models, along with equal educational chances. Housed in a formerly unloved building, in the middle of a housing estate, the school's mutual windows and graffiti-covered exterior are unremarkable in the locale.

George Washington, but about Booker T. Washington, and grow vegetables on the roof. They rehearse saying no to drugs, begin to learn Spanish, and grow vegetables on the roof. The atmosphere of co-operation and ethnic pride bears little relation to the surrounding streets.

Tabernacle is the South and its inspiration in the school has an old-fashioned feel. Started 15 years ago by a single parent, it has grown from four to 165 children, from the ages of six and 13. "We're worried about the child's education but we're also worried about the child's life and that's the difference between a public-sector school," asserts principal Dolores Hill, in her Caro-

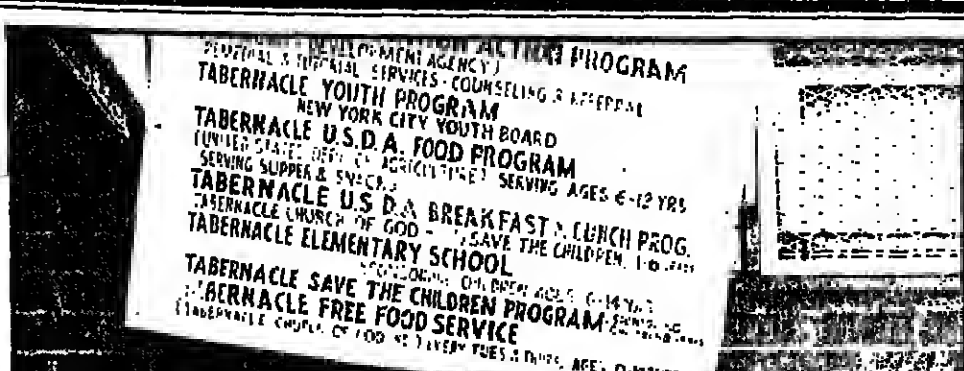
lin that it enters mainly for poor children. Fees are \$50 per month per child but, says Miss Hill, "we never turn anybody away for non-payment. We have children who come for \$5 or \$10 a month, if their parents can't afford more." The school relies heavily on staff commitment to supplement a low budget. No one who works there makes more than \$100 per week in wages from the school and many have second jobs in the evening.

I asked Miss Hill whether it was by accident to design that every child in the school was black. "We have two that are Hispanic, I believe," she replied. "We don't discriminate against any race, creed or colour." And indeed, the ethnic composition of the school is a reflection of the surrounding community, said by the New York census to be 1 per cent white.

Miss Hill plays down the religious nature of the school. "We don't force religion on them. We tell everybody right up front what we believe in and what we don't," Miss Hill believes in God, the use of rulers and a good educational start.

One way in which the school attempts to give children this start is by a relatively high staff-to-pupil ratio. Although they have up to 40 children in each class, each teacher has in the classroom an assistant teacher giving extra attention to those who need it. Children then get another chance if they want it in the "after-school programme", which acts both as a childminding and a coaching service. The ethos of the school is that no child should be left uncomprehending. "We're all well to help. Our office workers, even our maintenance workers, will sit and try to help a child," says first grade teacher Miss Lopez.

Some of the children are unlikely to get this type of encouragement at home. Many of their parents were themselves certified as failures by the school system. A volunteer mother, buttering bread on a trestle table, said it was her own lack of education which had convinced her of the need



Miss Lopez: "Our office and maintenance workers will sit and help a child."

for her children to go to school. "People don't give you nothing, you have to work and get it. That's why I was so anxious for my son to get on in school."

Her son had been referred to a psychiatrist after falling behind in a public-sector school. Now, said his grateful mother, "He wants to come to school. Seems like he's more interested in his work too."

Many of Tabernacle's 165 pupils had been labelled problem children in the public school system. But, says Dolores Hill, disruptive behaviour by a child at school can usually be traced to events in the home. "There might be a reason why the child is bad. Some parents have drug problems. Some are single mothers and they don't have anyone just to take care of two children now and again. Or there's no money in the home."

The school cannot necessarily help with children's domestic problems. But it offers a day-care centre and has a "food and hunger hotline" for emergencies, such as when a family is cut off by the social services, or food stamps fail to arrive.

The hall, which hosts prayers then drill, then

children's lunches, becomes a soup kitchen at 1 p.m. Around 350 people, many of them alcoholics or mentally ill, some of them with pushchairs, line up for a hot meal prepared by the school's kitchen staff. A doctor is available for consultation.

The poverty in the community at large is entirely familiar to the school. Its founder once arrived with 70 children and a youth drum corps at the offices of a department who turned down her request for money. Still, grants are piecemeal, and come from New York City institutions including the Community Development Agency, Youth Board and Human Resources Administration. Teachers and parents organize jumble sales and discos to raise money for teachers' insurance. Save the Children Fund (USA) assists with fund-raising and recently supplied new desks and sports equipment.

Because of new laws on teacher's liabilities, insurance for the school went up almost five times in 1986 and Tabernacle's staff and pupils are trying to raise about \$10,000. To Miss Hill, this is a source of some bitterness. "If this were a school in Westchester (an affluent white suburb) they could make one phone call to a Congressman or a civic leader and something could be done," she says. "With us, we have to call everywhere."

Financial difficulties apart, the school is apparently successful. Now turning down scores of children for lack of space, it is seeking larger premises. The attendance rate is close to 100 per cent and children leave the school at 13 equipped to survive the secondary school system. As well as providing a decent education for local children and free meals for the destitute, the school is a source of pride to Bedford Stuyvesant.

Grace Havenwall championed children but Dolores Hill means to take things further. "People here are not educated to know what they can have. We're trying to say: 'Your community can be a great community if you just pull together. When people are educated to know what they can have, then they'll get it.'"

Wendy Wallace is a freelance writer working on a book about children in the US. She has published in the







## Jobs for the girls

Sarah Curtis analyses the careers of over 1,000 Oxford women graduates

A hundred years ago it was inconceivable that one of those rare young women who, reached university should go on to build a career as a banker in the City of London. Even 30 years ago, over 40 per cent of those who entered one of the women's colleges at Oxford, St Hugh's, became teachers. The 1976 intake to St Hugh's, however, boasts a physicist, an engineer, an agricultural analyst, scientists working in industry or with computers, barristers, accountants and auditors. Fewer than a fifth are teaching.

As a contribution to the centenary celebrations of St Hugh's, I had the opportunity to ask more than a thousand graduates still on the college's lists about their backgrounds, careers and the way they had used their education. The replies from women aged from 29 to 24 provide substantial evidence about the increase in opportunities for women in recent years, but they also show that the choices women have to make in their lives are as difficult as ever. "There is no solution," wrote one graduate of the 1930s, "to having your children, enjoying them and still continuing with a career."

In total, 418 of the 1,092 who replied to my questionnaire were teaching or had taught in schools, and a further 99 worked in higher education or research.

It has to be said that teaching was not always a girl's first choice. As a 1922 graduate explained: "I never really wanted to teach, but it was the only job open to ordinary women in those days." Now that other doors are open, it is not surprising that the proportion teaching is smaller.

However, most of those who entered the profession *faute de mieux* enjoyed it in the end. "In 1954 very few industrial firms employed married women. If they had I would never have become a teacher - which would have been a pity as I enjoy it and am a good teacher." In all, 85 per cent of the teachers said their employment had given them job satisfaction (and 68 per cent that it had given them adequate earnings).

Marriage and family commitments were obviously crucial factors in many careers. Fewer St Hugh's graduates had married than women on average in the general population, a third remaining single, and only half had children. After marriage, two-thirds worked outside the home, even if only part-time, for some years. Those who combined working with bringing up children testified to the strain of the dual role.

I asked them whether they had found it practical to combine employment with raising a family, whether it was enjoyable or just unavoidable. Most said it was a mixture of these elements and in addition it was very hard work. "It is perfectly possible to bring up a family and have a career so long as you don't mind working a

16-hour day and a seven-day week." Yet despite feelings of guilt "either about the children or the job" most said they wanted the stimulation and reward of paid work as well as those of motherhood.

Many were nevertheless bitter about official and unofficial marriage bars which did or still do operate. Until 1946, women in the civil service had to resign on marriage and so did most teachers. An informal marriage bar functioned in most other fields. The shortage of teachers in the Second World War made the continuing service of married women essential, but many of the teachers in this survey felt that in today's straitened economic circumstances a new marriage bar had been re-erected to prevent part-time teachers from reaching positions of responsibility.

As one part-timer said: "I am still on Scale 1 although I teach for four-fifths of the week and despite my qualifications and experience." This complaint from a graduate of 1950 sounds very like one from 1926: "I had to give up my

**'As a part-time teacher there's no sense of career'**

permanent teaching post when I married and continued as 'temporary' doing exactly the same work."

The general feeling was that "However great the effort one puts into one's work as a part-time teacher, there is no sense of 'career' at all." There was deep resentment about being paid only for hours of teaching (not for preparation or marking), and about the lack of holiday, sick pay and security of employment. The position was said to be similar in other professions, including medicine where "equality of opportunity depends on a woman being able to pursue her career as a single-mindedly as a man." The sad conclusion of many was that "part-time work does not allow full-time commitment."

Nor does it follow that because professions are now open to women they will gain entry into them or rise to the top. In 1983 only 12 of the administrative trainee entrants to the civil ser-

vice, graduates appointed as potential high-flyers, were women, compared with 33 men, although almost equal numbers of women (1,340) and men (1,418) applied. There were no women permanent secretaries at the top of the hierarchy.

Among the 418 teachers in this survey there were 39 headmistresses. Of these nine were married, six had children of their own and two were step-mothers. It would be interesting to compare how many of a similar number of male headmasters would be married with children.

It is often assumed that girls have to struggle harder than boys to convince their families that higher education will not be wasted on them. The predominantly middle-class parents of these graduates - four out of ten of the fathers were themselves graduates and the percentage of mothers who were graduates increased from 6 per cent in the 1920s to 25 per cent in the 1960s - supported their daughters.

An entrant of 1927 typified the answers for all periods in saying "My father believed that daughters should have as good an education as sons", even if another from 1921 qualified this view with "I had some opposition from aunts who said 'Men do not like it' about education for women".

The policy of the school influenced the girl's choice of both university and college, with nearly half citing a particular teacher as important. Only 34 of the 1,092 women in the survey had been to comprehensive schools, although by the 1970s the proportion of entrants from public schools had diminished to 21 per cent from a peak of 38 per cent in the 1930s. In recent years, girls who wanted to try for Oxford had sometimes met an inverted form of snobbery at their school: "Girls from this school don't go to Oxbridge."

Once they had taken their degrees, 75 per cent went first or second class honours, virtually all worked. For those who married and had children, two factors emerge as important in enabling some to invent form of snobbery at their school: "Girls from this school don't go to Oxbridge."

For example, in the legal profession a Queen's Counsel, married with four children, said she had succeeded only because she worked full-time at

the bar for eight years before her first child was born and then continued part-time, never giving up her practice. In contrast, the average interval between graduation and the birth of the first child for those in the survey was only five years.

The study also showed that women who work and have children need husbands or partners with supportive attitudes. From as early as 1933 comes the comment: "It is essential to have a co-operative husband/family and a reliable back-up." Most of the husbands of these St Hugh's graduates were graduates themselves (82 per cent) and nearly half were Oxford graduates.

Apart from moral support, I asked how the household responsibilities were shared. Not surprisingly, younger men did more of the shopping, cooking and cleaning. By the 1970s, a fifth of husbands shared all the chores but the overall responsibility still usually fell to the female. A respondent from 1976 explained: "I organize and delegate half the tasks. My partner is willing but only rarely shows initiative on domestic chores."

Nearly all the graduates in this survey had enjoyed their degree courses and then put their trained minds usefully to work. Yet the main conclusion to emerge is that their choices were limited if they wanted to have both careers and children. Some may say that they want to have their cake and to eat it, or perhaps, as two of the respondents put it, quoting Cassius in *Julius Caesar*:

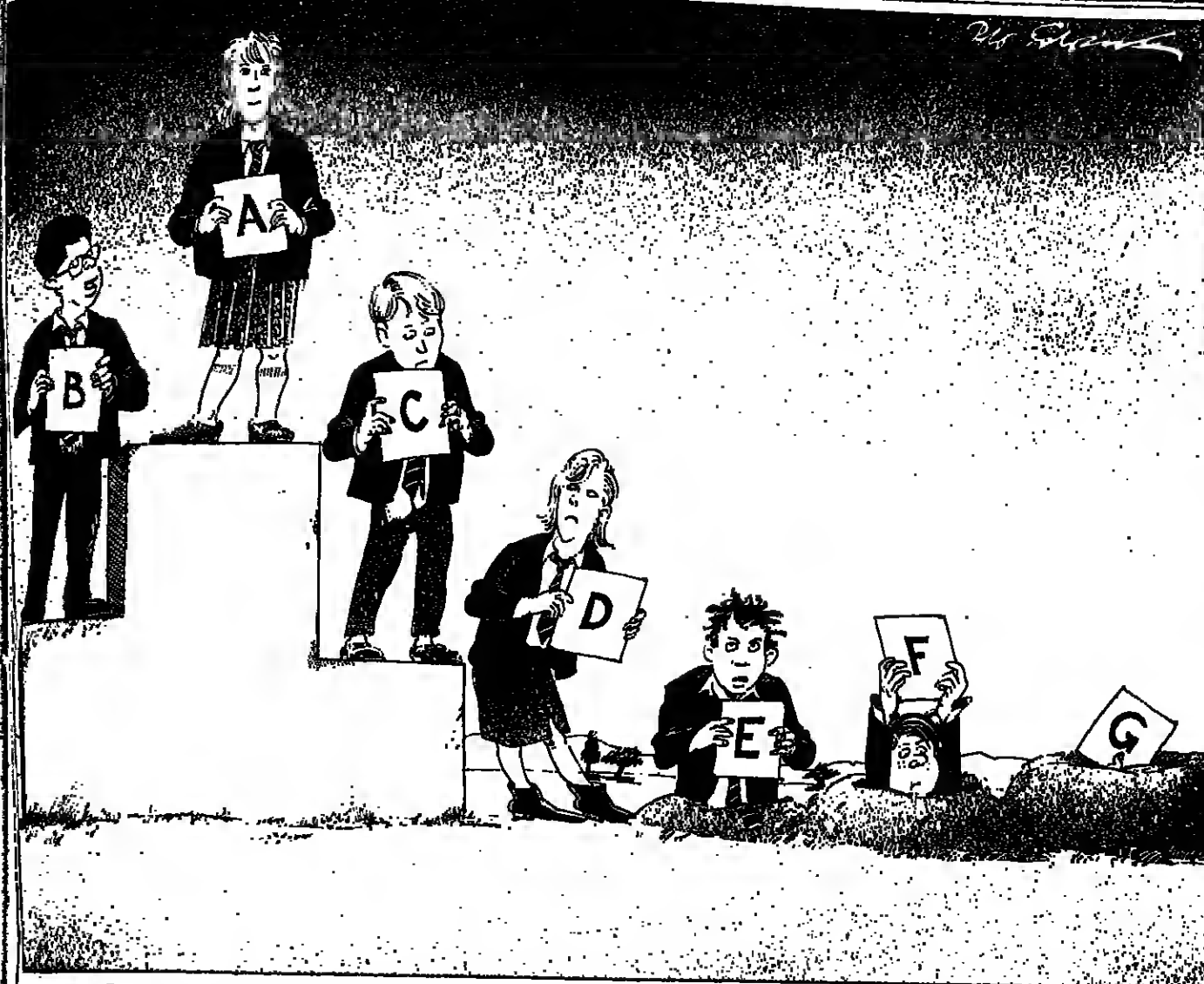
**'The fault, dear Brutus, is not in our stars But in ourselves, that we are underlings.'**

**'Girls from this school don't go to Oxbridge'**

There must be alternative ways to organize our work and lives which could bring more flexibility and choice for everyone. Must work be full-time to carry interest and responsibility? Should job-sharing remain an eccentricity, as it is certainly regarded in most professions? Should part-time work be regarded as a second-class option for the infirm, the unsound and married women?

One point is clear. Changes in working patterns and career structures will not come at a stroke by legislation alone. There will also have to be profound changes in attitudes and in education.

A fuller account of this survey is published in *Origins and Outcomes* by Sarah Curtis. It is a history of one hundred years of women's education in Oxford, edited by Penny Griffin, Macmillan, £17.50.



## Grades that don't add up

The stigma attached to lettered grades threatens the GCSE dream of higher standards, Gillian Taylor warns.

required were identical.

These pupils who seem to reach a modest plateau of attainment and from then on just re-learn and forget the same material with ever-diminishing returns could take a GCSE early and gain what grade they can. Then they could try another subject, preferably in the same discipline so that they could be trained to transfer skills. If grades were numerical and thus cumulative, two low grades could be added together to make a slightly higher one in, say, combined humanities.

But alas, as things are one "bad" grade is stigma enough; two would be that much worse. It is our duty to drag our pupils up by their trainer-leaves to the bitter end of the fifth-year in the vain hope of a "good" grade. So much for raising the national educational level across the ability range.

In modern languages the effect of the A-down grading scale is, and will be, a long-term social and economic disaster.

French continues to dominate because we can't teach a lesser language in case the lesser-speaking teacher leaves and abandons her classes midway through the sacred five-year course or pupils change schools.

Pupils couldn't take GCSE in the language when they or the teacher left, in case they gained a low grade. This is why Russian graduates and Spanish outlanders are unbeatable for French, and Urdu-speakers teach anything but Urdu.

The only way to end the hegemony of French would be to let pupils take GCSE in any year, gaining a numerical grade to be added to any other later language scores. This can't happen while our main aim is to urge our pupils towards the golden A to C.

The more time pupils spend on their French, the better the chance of a good grade. In other words, any language-time not spent on French reduces their chances unfairly. Consequently few schools dare offer such acclaimed ventures as language awareness courses, taster courses, community language teaching, or even LOTP (Languages Other Than French).

"Language awareness" can prepare learners to turn their tongues in any language, as yet unspecified, which they may need later. "Tasters", which offer beginners short courses also enhance awareness and help pupils choose which language to study in depth. But courses are fairly pointless when only French is on offer.

Community language teaching, which offers pupils of all races the chance to learn an ethnic language in school time, could be of great cultural and social value. Instead it is restricted to a few Asians in their free time. Russian, Japanese, Chinese, Arabic, of obvious commercial and political importance, are virtually unknown in our schools.

Suppose the incentive/reward system of GCSE encouraged not only the traditional, isolated language studied in depth, but also a flexible range of alternatives allowing pupils to take courses, be examined, and later add a related subject.

For instance, one year of language awareness and two years of French plus two years of German could result in "GCSE language studies" taken in three bites. A "Romance languages GCSE" could teach recognition of common features. Even a short language course can teach worthwhile communication (unlike old O level courses, whose main use was as a foundation for a literary A level).

What is at stake here is far more than a wish to get a better deal for learners. As speakers of a world language, Britons are at a grave disadvantage: with too many other languages to learn, we end up knowing none, and as the Overseas Trade Board constantly complains, we are unable to compete abroad in export marketing in local languages.

Instead we have an adult population which says: "Of course I did French at school but I can't speak a word of it. The British can't learn languages."

What we need is an adaptable generation that has successfully learnt at school to ask the way to the station in one or more languages, and so feels confident of being able to learn to ask the way to the trade fair in any other language when the need arises.

We need a flexible curriculum that lets some pupils study one or two languages in depth and lets others explore the structure of several languages. As a multi-cultural nation, we need to end the implication that community languages are inferior to European languages. We need to reduce wasted human resources by letting teachers teach what they know, and letting pupils qualify in what they've learnt. This can only be done if the GCSE grading system is reformed.

## A terror of literature

by Harry Guest

One of the many areas where the lunatic fringes of left and right are in accord is in their terror of literature. Books threaten the security of those who wish to put our minds in straitjackets. Poets and novelists and playwrights help people to think, and thought is the last faculty a dictator wants to encourage.

Not only do we see left-wingers and right-wingers struggling to ban, muzzle and censor everything from *Jane Eyre* to *Panorama* but, increasingly, the study of literature in schools and universities is under attack because it is "not relevant" or "elitist" or "too difficult".

These insidious slurs help sloppy thinkers to forget that the choices to be made by Prince Hal or Julien Sorel are eternally relevant to the young mind, that education in its truest sense consists in leading awareness out of ignorance, prejudice and sloth, and that it would be a grave disservice to the human adolescent to pretend that anything really worthwhile is attainable without effort.

When I began to teach 30 years ago, there were six texts to study on the A level modern languages syllabus. The proposal today is to cut that number by half. Of course, for some years now, it has been possible for a candidate to be awarded an A level pass in French without reading any literature at all. Instead of Racine, Voltaire, Flaubert or Gide, the candidates are expected to wade through sociological tracts full of modish ideas which go out of date before they mercifully go out of print. One of the questions I noticed was on the rôle of the bourgeoisie between 1815 and 1850. The best way to tackle that is to read Balzac.

It would have seemed inconceivable at one time to be engaged in writing an article defending the study of literature. When I was at school, the main reason I chose French and German was so that I could read French and German authors in the original. Of course, I wanted to speak the languages. Of course, I wanted to communicate with Austrians, Belgians, French, German and Swiss people.

There is a curious belief among the opponents of literature that the study of language and the study of literature are mutually exclusive. The reverse is true. Not only does the study of literature enhance one's knowledge of the language, but it also provides one with something to talk about in the language. Reading a French novel helps one to understand the way the French think and act, to gauge social nuances, to appreciate what is considered funny or sacred - in fact to see how similar France is to other nations and yet how fascinatingly different!

Adolescents love plays and films. They respond to drama and melodrama in novels and poetry. They are by birthright on the side of Hippolyte, Agnès, Rastignac and Antigone; but, to see those characters working against those of the mature, agonized Fédère, the monstrously self-centred Amolpha, the pathetically misguided Goriot, the semi-cynical semi-realistic Crèon, is to give a dimension to their experience which cannot be gained in everyday terms.

It is, alas, true that young people read less than they used to - which is why it is all the more essential to encourage the habit of reading as early as possible by ensuring that the study of literature has a firm and respected place in the curriculum.

Perhaps the philistines who pin their faith on grim and transitory "relevance" are really purists in disguise. What they may fear is the sheer enjoyment to be derived from studying a play like *L'Avare* or a story like *Candide*. Development of the aesthetic sense is of the highest importance in the creation of a civilized human being - particularly nowadays when one of the gravest problems facing society is the fruitful use of leisure.

To measure the heart-breaking symmetry of *Andromaque*, to discover the way the *fixion* in Baudelaire is still *nouveau*, to ride the surrealist switchback of *Le Roi se meurt* - these are the experiences we should be offering our pupils. If we say we can teach a language without studying the works commonly regarded as being the highest achievements in that language, the we deceive ourselves and the truth is not in us.

Harry Guest is head of modern languages at Exeter School.





# Review

Green Berets at War. By Shelby L. Stanton. Arms and Armour Press £14.95. 0 85368 845 1. Once a Warrior King: Memories of an Officer in Vietnam. By David Donovan. Weidenfeld and Nicolson £12.95. 0 297 78889 2. The Tunnels of Cu Chi. By Tom Mangold and John Penycate. Pan £2.95. 0 330 29191 2. The Fall of Saigon: Scenes from the Sudden End of a Long War. By David Butler. Sphere Books £3.95. 0 7221 2106 7. Journal of a Vietcong. By Truong Nhu Tang. Jonathan Cape £10.95. 0 224 02819 7.

The dominant impression of the Vietnam war - that of a major defeat for the United States armed forces - has come to be symbolized in the public memory by a relatively small number of specific incidents occurring at widely different periods of the conflict. Perhaps that is always true of recent history. It requires an effort of intellect to recall that the American military involvement in South Vietnam lasted more than 15 years and that it embraced several distinct phases of fighting across a country at least as large as England and Wales. Surprisingly few books have attempted to encompass the whole war in a single volume; those which do so inevitably provide only a bare outline of events. Two which are especially useful are *America's Longest War: the United States and Vietnam 1950-1975* by George C. Herring (New York: John Wiley, 1979) and *The Second Indochina War: a Short Political and Military History* by William S. Turley (London: Gower Publishing 1986).

Looking at the war more closely, one is impressed above all by the sheer complexity of the many conflicts it involved, and by the diversity of action and experience which it embraced. The latter is well demonstrated by the present selection of recent books written from different points of view and often reflecting different personal experiences of the war. Two of them belong to the growing body of American military writing about Vietnam, concentrating on particular engagements and the units which fought in them. Shelby Stanton, whose own service was in Laos and Thailand, has produced a record of the activities of the US Army Special Forces in Indochina as a whole, based mainly on after-action reports and other military archives. Although some readers may find the book too much of a dry chronicle, it contains a lot of new information about units whose role was especially important in the mobilization of minority peoples and the maintenance of border control during the years from 1963 to 1970.

A much more personal account of one year's service in Vietnam is given by "David Donovan", the pseudonym of a US Army lieutenant assigned as an "advisor" to a small South Vietnamese unit in a remote part of the Mekong Delta in 1969-70. The author gained more than average insight into both Vietnamese culture and the nature of guerrilla warfare, and his account is both readable and informative. His experience, however, was somewhat untypical of those who served at a time when Americans were becoming too demoralized to be militarily effective, in a war which their



The Fall of the Presidential Palace, Saigon, April 30, 1975

## How to lose a war

Ralph Smith on some new accounts of the Vietnam conflict

government seemed unable to win or to end. Having followed Donovan's experiences in Vietnam, the reader is also given a glimpse of his emotions on returning to a society where - unlike heroes returning from previous wars after a job well done - neither the war itself nor the things he had learned were appreciated by his fellow-Americans. Individual soldiers, indeed, had their chance to "lose" the Vietnam war long before 1975: the direct result of a policy of asking large numbers of draftees to serve for a single year in Vietnam, rather than a smaller number to commit themselves to winning a whole war.

A third kind of book is *The Tunnels of Cu Chi*, written by two British television journalists who visited Vietnam and the United States after the war was over in order to interview both the guerrilla fighters who built and fought in the tunnels and also the American "tunnel rats" who risked their lives in a vain attempt to destroy them. Established in the area between Saigon and the Cambodian border, the tunnel system gave the "Viet Cong" remarkable flexibility in the years from 1965-1968 - enabling them to defy the

trucks and planes sent against them by overconfident American generals. The tunnels fared less well later in the war, however, when the network was destroyed by B-52 bombers operating after 1969. Here, too, we get a vivid account of the war from the point of view of fighting individuals. Yet when one has read all three of these books, one is aware how little of the whole story of the war has been covered on this level, even for the period down to 1970. One has learned very little about the overall strategy and tactics which actually shaped the outcome of each stage of fighting. Mangold and Penycate nevertheless sometimes give way to the temptation to base judgements of the longer outcome on the one aspect of the conflict which they have studied in depth. They acknowledge that the tunnels ceased to have much importance after the "Tet Offensive" of 1968; and also that - contrary to popular belief at the time - that engagement is now recognized by the Communists themselves to have been a disastrous defeat for their southern forces. But they still go along with the desire of their Vietnamese hosts to present the tunnels as a

symbol of the effectiveness of guerrilla warfare against the mighty United States, and as a case of the latter's ultimate defeat. In reality, during the decisive phase of the war after 1971, the tunnels played no significant role at all. The last phase - the final collapse of South Vietnam as an independent state in 1974-75 - is the subject of David Butler's *The Fall of Saigon*. As an NBC radio reporter there at the time, he too is able to draw on his own experience. On the basis of that and a large number of subsequent interviews, together with a limited range of written material, he has constructed a readable and essentially reliable account of the period - seen through the eyes of top-level decision-makers on both sides and also a number of less prominent Americans and Vietnamese caught up in the debacle. Reading his book alongside the others discussed here, which relate especially to the Sixties, one is struck most of all by the sheer scale of the North Vietnamese military campaign that was required to conquer South Vietnam, even after the American forces had been withdrawn under the Paris Agreement of 1973. Sooner or later historians are bound to ask whether, in strictly military terms, South Vietnam at the end of the Sixties may have been considerably further from final collapse than most commentators at the time were so eager to profess.

The contrast between the Sixties and Seventies is also an important theme of the autobiographical account of Truong Nhu Tang. The son of a well-to-do Saigon family, he became a radical (but not Communist) opponent of the French war in Indochina while studying in Paris in the late Forties. Back in South Vietnam after 1954, he joined the group which in 1960 founded the National Liberation Front - and stayed with it through thick and thin until he emerged as minister of justice in the "Provisional Revolutionary Government of South Vietnam" between 1969 and 1976. After working underground in Saigon until 1967, when he was imprisoned and tortured before being released under a prisoner exchange, he then went to the mountains from 1967 to 1975. In describing both his ideals and his suffering during those years, he tells us a great deal about the inner working of the Front as he knew it and about some of its personalities. There is a fascinating chapter about Colonel Pham Ngoc Thuo, inveterate coup-plotters and acquirers of numerous Western commentators in the years 1962-64, who in fact was working all the time for the cause of the NLF. Tang returned to Saigon after the liberation of 1975, full of hope for the future. But in the later chapters we learn of his disillusion and bitterness on discovering that the NLF and the PRG were after all merely a sham: that real power lay with Party apparatus loyal only to Hanoi and with the North Vietnamese forces which had won the actual victory. Tang escaped by boat in 1978.

Ralph Smith is currently writing *An International History of the Vietnam War*, of which two volumes have so far appeared: *Revolution versus Communism 1955-61* (Macmillan 1983) and *The Struggle for South-East Asia 1961-63* (Macmillan 1985).

### FICTION IN FOCUS

## The long way round



Brian Morton on the importance of Peter Handke

Reading the Austrian novelist Peter Handke is akin to the experience of staring fixedly at a single word or list of words until they begin to seem absurd, detached from any possibility of sense. For Handke, the world is pre-eminently "there", prior and superior to language. Our words are not even the best means of capturing or explaining it; for a novelist, this amounts to a pretty serious dilemma.

At 44, Handke is no longer the enfant terrible of early years as a writer. His first major work, the play *Insulting the Audience*, a kind of

theatrical provocation; the critics proved duly grateful for the cue in the title. In 1968, though, Handke wrote *Kaspar*, a stunning stage version of the story of Kaspar Hauser, the boy without a past and without language who appears mysteriously in 18th-century Nuremberg.

Apart from his plays, Handke is probably still best known for his 1970 novel, *The Goalie's Anxiety at the Penalty Kick*. It is the bleak and unpromising story of an ex-footballer who kills a woman (with as little drama as it takes to write it). One of Handke's divorced characters, Bloch, has become estranged from the "discourse" round him. If language is a system of arbitrary signs, might life not be as well? There's a dysfunction between what is said and who says it, between utterance and understanding. It's not a "crime" or "detective" story, except in some apical, rarefied sense. The problem is not so much literary point of view as target of view; in addition to staring at lists of words, try watching a football game solely by watching one goalkeeper. Handke's characters are only occasionally involved in the action and only at the edges.

This is Handke's darkest work but it contains in germ all of his obsessions and themes: divorce, violence, muteness and betrayal, an absence of moral fixity, above all, the failure of language to explain or control or reconcile.

In *Short Letter, Long Farewell*, the protagonist, now in America, is ditched by his wife (and in the briefest of notes), who demands that he does not

follow her. When he does, their "long farewell" becomes an exercise in threatened violence, an almost unbearably claustrophobic account of relationship-at-a-distance. *A Sorrow Beyond Dreams* is unbearable in its deliberate avoidance of pathos. In this short novel, Handke describes his mother's life and suicide at 51, setting the "reality" of her story against the conventions - "EDUCATION", "COURTING" - of storytelling. There's irony, though, in "VOLUNTARY DEATH" and in a phrase like "SHE TOOK EVERYTHING LITERALLY"; that, for Handke, is the most wounding condition of all.

*The Left-Handed Woman* (1976) is a much less happy essay in feminist ideas, too obviously dictated by intellectual fashion. Handke comes back into his own with the three autobiographical novels in *Slow Homecoming*, published three years later. In these, Handke himself slowly emerges from the character Sorger, a geologist who, in "The Long Way Round", attempts to "read" the language of the mountains. In the second section, "The Lesson of Mont Saint-Victoire", Handke dissects Cezanne's attempt to create a visual language of form and colour out of his obsession with a single mountain. In the third part, "Child Story", he is alone with his daughter and living in France, striving to give her an education in a country where they are not only foreign but in some sense also "the enemy". It contains a rare and striking moment of actual historical reference where "the adult" and "the

child" erase swastikas from nesting boxes in a forest (a very ambiguous gesture given the swastika's original meaning). It's an incident that recurs in Handke's next recent book *Across* and it helps him his late work back to *The Goalie's Anxiety*. On the mountain outside his home town, Adreas meets a man spraying swastikas on trees and rocks. Almost in reflex, he kills him, an act of more apparent significance than Bloch's except for that bit of motive, which makes it seem part-explanation, part-complexity in the Holocaust. Loser is a teacher of classical languages and an archaeologist specializing in thresholds. The murder, done symbolically with a stone, is not a door to new understanding (as it might be a more "psychological" novel) but literally a threshold, a place where - in childhood play as in earthquakes - there is a point of safety, nothing wholly in nor wholly out.

It's at such points that all Handke's fictions take place. His work brings the novel back from its unwilling suspension of belief demanded by modernists. His novels are beautiful and profound; they are also stages in a process of reconciliation.

*Across* is published at £9.95 by Methuen; it has also been republished in paperback (Kestrel £3.95). *The Left-Handed Woman* (Kestrel £3.95). *Slow Homecoming* (£3.95). Translated by Ralph Manheim.

## Caesaropapalism

By E. W. Ives. Blackwell £14.95. 0 631 14745 4

It sounds rather like a James Burke anecdote, but it can be argued that if Henry VIII hadn't become besotted with Anne Boleyn then we wouldn't have had a "Tulsa" affair, splitting the Modern Episcopalians from the Anglicans. Wyatt wrote of "the brutest that did our country in a ruin", but the extent and nature of Anne Boleyn's influence on the English Reformation was like so much else about the period, less subject to debate.

Professor Elton, of course, uttered the whole thrust of early Tudor studies only by bringing Thomas Cromwell into the foreground of this sonnet portrait, but by actually painting in stronger tones than the king, Cromwell, this book can be read as a scholarly battle lines and a book, while not a direct challenge to new orthodoxy, does keep the alive by shifting the emphasis from the Council board to the bed chamber.

It has points out that the story of Cromwell's life, who was an important element of a revolution, is too "progress-coloured" to be told in the "plain" of historical analysis, but in his unashamed use of the techniques of historical biography he makes his case well. The contemporary European archives are made to throw a clearer light on the impact of Cromwell's emotional problems on international affairs.

It establishes a detailed timetable of Cromwell's conquest of the king, following the crumbling of his alliances with the growing force of Caesaropapalism - the dynamic that would have his own way in all things, subject to no higher authority but the "divine" will. Much is made of Cromwell's protestantism (as

Claire Cross has said, she it was who presented the king with a copy of Tyndale's defence of royal authority, *The Obedience of the Christian Man*, and who was an active patroness of the reformers).

Dr Ives' building-up of the Boleyn faction at Court is done, however, to a great extent at the cost of Thomas Cromwell's stature. He says: "It is all too easy to see the ferment in royal ideas and policies in 1532 and afterwards, and to argue that he was the new yeast. What we need to ask is what our assessment would be if Cromwell had died in 1532."

"The working papers he left show him already active in a myriad of matters, but there is no reason to believe that if the papers processed by other busy counsellors had survived we would not have material of much the same character. Certainly by Wolsey's standards, his archive suggests an executive and not yet a policy-maker. Tyndale's unitary sovereign state, Fox's supreme headship, St German's king-in-Parliament - here already is the philosophy of the Henrician Reformation. Not that Cromwell had nothing to contribute.

Controversial stuff, and I am not at all sure that the reemphasis here on a strong-minded, courageous woman's influence on the development of events goes far enough to substantiate the claims for the primacy of the revolution. Recently Dr Ives had the opportunity to defend his thesis at one of the Tower of London Education Department's seminars, to mark the four hundredth anniversary of the "Protestant Whore" (as Catherine of Aragon's supporters dubbed her) by her execution. These seminars are specifically for the public and are marvellous value.

John Crossland



Holbein painting

## Rise and rise of the marginal worker

By A. Reader. Edited by David Lewis. Virgo £3.95. 0 86068 801 1.

Traditionally, work done by women has been paid, low grade and largely "unskilled". The equal pay and anti-discrimination legislation, which came into force in the mid-Seventies, has been a little to alter this general view. There is still a high degree of segregation within the British labour market and perceptions of jobs as "men's" or "women's" have been slow to change. How and why have these jobs developed and what can be done to change them? The 12 articles in this book address many major contemporary issues relating to work and employment and seek to provide some preliminary answers to these questions.

By Anne Phillips and Barbara Wilson, women's work is often deemed simply because it is performed by women; the label "skilled" frequently reflects the sex and power of

those who do the job rather than training or ability. Cynthia Cockburn's fascinating account of male domination of composing work in the printing industry, and the threat to class and gender patterns which new technology presents, demonstrates this process in operation. Trade unions have been slow to adapt to women's needs and the adoption of equal opportunities policies at national level may bear little relation to grassroots practice, as Nicola Charles' study makes clear. Changes which impact mainly on women's employment, such as the privatization of hospital ancillary services, have failed to draw significant support from the wider labour movement. Angela Coyne's illuminating discussion of the consequences of privatization programmes for the employment conditions of hospital cleaners indicates how short-sighted this stance may be.

One of the main points to emerge from this collection is the acceptance by many women of their inferior employment status. Several writers ask why this should be so; can it, for

example, be seen merely as a reflection of traditional family ideology? The attempt to construct a satisfactory theoretical framework to analyse women's work consciousness is a complex task, as Veronica Beechey's survey of three empirical studies explains. In an excellent chapter, Sheila Allen and Carol Wolkowitz debunk one well-developed myth: that homeworking offers women with children the ideal opportunity to regulate their hours and output. Their research shows how suppliers may exercise a level of control which is every bit as great in practice as is that of the factory supervisor.

All these articles were previously published in the *Feminist Review* and some date back to the late Seventies. For the more theoretical pieces, this does not matter. However, Mandy Snell's account of the Equal Pay and Sex Discrimination Acts, although useful for its discussion of early employer responses, is dangerously misleading in its description of the law. The Equal Pay Act was amended in

1983 to take in equal value claims and Schedule 11 of the Employment Protection Act 1975 was repealed in 1980. This chapter should have been updated or excluded. That reservation apart, this is a generally well-researched collection which avoids impenetrable jargon.

As manufacturing industry declines, the full-time male employee becomes increasingly less common. The "marginal", generally female, worker of yesterday - the part-time, temporary or casual worker - may well be the typical worker of the Nineties. The expanding service sector offers employment mainly to women, who in many families will be the only "breadwinners". These developments have radical implications for family life and challenge traditional assumptions about gender roles in the employment sphere. This book provides a valuable starting-point for anyone seeking to understand the context and dimensions of the changes which are now taking place.

Gill Morris

## Feminist purism: the drawbacks

By Ann Oakley. University Press £6.95. 0 335 000 00 0

By Ann Oakley. University Press £20.00. 0 335 000 00 0

As a reputation for being left-handed has been much criticized, so too has the work of Ann Oakley. Her book, one develops some of the work is essentially left-handed, but because it lacks the analysis of many of the feminist writers, and merely presents a crude left-wing feminism of women's training in Britain which might rightly point out the

obvious, that education and training are crucial in improving women's lot. But beyond that she gives a general account, without adding much new material, or, indeed, anything what has happened in the legislative area recently. It was, for instance, surprising to find no mention of the amended Equal Pay Act, which now includes the concept of "equal pay for work of equal value". Had Ms Wickham wished to make political capital out of that issue in her argument, it would have been entirely legitimate to do so. For what could have been one of the most progressive legislations in our sex discrimination legislation since its initial drafting was rendered nearly worthless by the Government's own unwillingness in 1983, to capture the spirit of the European Court of Justice's ruling which found the British Equal Pay legislation deficient in that regard.

When the new legislation was presented by the then Minister, Alan Clark, in July 1983, he made it clear that it was only to improve matters so far as the market allowed. Yet it is precisely this market which discriminates against women, in undervaluing part-time work and the traditionally segregated jobs held by women. So, if comparability on the basis of "equal value" were encouraged by the Government, much of the problem would be relieved. A few cases have been won, notably the procedure in *Imbell-Laid*, but the procedure involved in bringing an "equal value" case is so complicated that many women are understandably discouraged from doing so.

No point then, in slamming the Thatcher Government in such a blanket way. Better to concentrate on specific issues and examine how European requirements could force a change in British practice. This is fully

understood by Veronica Beechey in her excellent chapter on "Women and Employment in Contemporary Britain". One does not need to agree with her perspective to admire her capacity for clear analysis of the problems. In the same volume, Diana Leonard and Mary Alice Spalderson take good points about the nature of women as "carers", but, because of their purist position, they see no real value in financial help for women who are likely to remain the "carers" in the real world.

Nevertheless, *Women in Britain Today* makes stimulating if irritating reading. *Women and Training*, however, has little to recommend it, not even its spelling ("separate" on many occasions), or punctuation. There is still a good book to be written on the subject.

Julia Neuberger

## OTT?

Edgar Allan Poe: The Critical Heritage. Edited by I. M. Walker. Routledge and Kegan Paul £25.00. 0 7100 9855 3.

Tu robust health and spirits, certain conjurers (Mabius), and (Böcklin) and writers (Poe) can seem altogether OTT - self-pitying, maudlin and hysterical. But they speak to bereavement, doubt and despair with a poignancy and directness lost again only when morale revives and morbidity is, at least for the moment, banished.

Few men can have crammed as much intricate misery into 40 years as Poe, writing so darkly memorable a vintage from it or left such wildly disparate impressions on those they knew. How reconcile the kindly, meek and affable angel recalled by some with the satirically paranoid and vindictive misanthrope commemorated in several of his obituaries here represented?

The Critical Heritage series has become a publishing institution distinguished by high editorial standards; and now embodies, either actually or projectively, nearly a hundred volumes. Walker, an American specialist who lectures at Manchester University, has made a sterling job of searching the files for contemporary critiques; and his introduction not only relates these assessments to the major occurrences (usually crises) in Poe's career but makes it clear how wellnigh impossible it was for a mere "Magazine" (Poe's own self-label) to scratch a subsistence when the absence of any copyright law made it far cheaper and easier for American publishers to pirate proven English originals than to commission or nurture indigenous talent.

Walker's first-class compilation encompasses at least 150 essays in rehearsal again such stunning essays in the macabre as "The Pit and the Pendulum" and "The Tell-Tale Heart", and to hear once more the melodiously crackling of "The Raven" whose phantasms alone would carry its creator up to a permanent gloomy perch in the Pantheon of Letters.

Martin Fagg

## For Kiplers

Early Verse by Rudyard Kipling 1879-1889, edited by Andrew Rutherford, consists of unpublished, uncollected and rarely collected poems (OUP £2.95) and throws new light on the poet's early development and preoccupations. Beginning with the 13-year-old schoolboy's attempt to place a poem in an American magazine for children, the book reflects Kipling's gift for parody, his early experiments with form, and what Rutherford describes as "his early commitment to a more personal, passionate, and confessional poetry than he was to practise in later years". Charles Carrington's biography Rudyard Kipling: his life and work has just been republished by Penguin (£4.95).

## An end-of-term treat Janet and Allan Ahlberg's The Cinderella Show

An ideal gift for every child appearing in a Christmas show and for every adult behind the scenes.

£2.95 Viking Kestrel



# Tragic heroes

Callin: A Warring Absence. Life with Dylan Thomas. By Caitlin Thomas with George Tremlett. Secker & Warburg £10.95. 0 436 51850 3.

This book is the fruit of 50 hours of Caitlin's outpourings on tape in interviews with her collaborator, George Tremlett: 250,000 words subsequently re-arranged and edited down to this 85,000 word book. Tremlett, author, journalist, GLC councillor, a life-long student of Dylan Thomas's work, now runs an antiquarian bookshop in Laugharne. Dissatisfied with the incompleteness of all existing biographies of Dylan, he suggested Caitlin should write one. This is the result - not the definitive life story Tremlett must have been hoping for, but instead, an uninhibited, confessional autobiography.

She ruthlessly exposes Dylan's infidelities, his drunkenness and often cruel neglect of her; but also makes no attempt to hide her own often outrageous behaviour and promiscuity. She claims always to have told the truth; but the whole truth in a domestic conflict being impossible when one of the partners is dead, this is perhaps as near as we ever likely to get to it. Her "explanation": "I never had an orgasm in all my years with Dylan, and that lies at the root of our problems", rather breaks down, however, when she explicitly exculpates Dylan from responsibility, adding she never experienced it with other men either, and didn't even know what an orgasm was.

The book opens with Augustus John's introduction of Caitlin to Dylan in the Wheatcroft pub (April 12, 1936), their immediate falling in love, and spending a week together in a Soho hotel. For the next 16 months



they were, on and off, living together, and were married July 11, 1937 in the Penzance Register Office. It ends with the horrific scenes at St Vincent's Hospital, New York, where she flew to the bedside of the scarcely conscious Dylan who died two days later (November 9, 1953) in the third week of his fourth American tour. She went absolutely berserk, was incarcerated briefly in Belle Vue Asylum, and a few days later brought Dylan's body home to Laugharne. Shortly after the funeral she left for Elba and then Rome, returning only briefly in 1957. Tremlett chronicles her life since, and attributes her survival to the loving care of Giuseppe Pazio, the man with

whom she has been living for the last 30 years and whose son, Francesco, she bore in 1962. After 20 years and several attempts at suicide, she stopped drinking, and is now a member of Alcoholics Anonymous. She and Giuseppe moved to Catania, Sicily in 1984. I shall make no attempt to comment on what happens to the beautiful Caitlin (b 1913) after her "classy childhood" with her aristocratic but impoverished, allegedly lesbian mother, in an atmosphere "where no one was ever faithful", except to mention she had three children by Dylan: Lewis (b 1938), Aconway (b 1943), and Colin (b 1949); nor shall I

try to trace Dylan's rise in stature and reputation as a poet in inverse ratio to his physical and moral deterioration under the influence of American whisky and women, leading to his death and the nightmare scenes at the New York hospital which I have already summarised. It is all in the book, and potential purchasers and readers have only to glance at the Chronology to see all else that is covered as well.

Could the story have ended otherwise? Not, I'm afraid, for these two: their weaknesses and virtues were too similar; their virtues, too different. She called his wonderful love-letters "all lies". She could not accept what I see as Dylan's second "private world" - the first, that of his creativity, she always respected; but the second, the world of the Romantic poet, where he idealized, idolized, and unwaveringly loved her, through all his debaucheries, to the end, a Caitlin altogether separate from his drinking-and-bod companion outside the sanctum. He never believed anything anyone told him of her "goings-on"; and that is why her night with Glock, however innocent it proved to be, upset him terribly: his truth-telling idol had lied to him. This was that "affinity of souls" Caitlin vaguely apprehended between them. But to accept that in practice would have meant condoning his protracted liaisons in America with "Pearl" and later with Liz Reitell, as she had come to tolerate his individual nights of "drunken sex" with his "bed-and-breakfast women" which he was away from her. And this, given her passionately jealous nature, was something she could not do; and who shall blame her? And it is here, because she, too, loved him to the end - and beyond - that we find ourselves in the realm of stark tragedy; and there it should rest. But if a judgement on their conduct is insisted upon, let it be in Aristotle's just but compassionate verdict on the fatal flaws of the Greek tragic heroes: "Infinite excess, but no possible justification." It is no wonder that Tremlett wept with Caitlin over the recordings; and we respect his tears.

**Hermann Peschmann** "Aconway: the correct spelling with the Welsh feminine ending -wyl, though Caitlin almost throughout, and all the photographs, have 'Acon'."

## PAPER BACKS

Urdu poetry has provided a vehicle for the expression of political themes, and in particular of political dissent, as Mahmood Jamal says in his Introduction to *The Penguin Book of Modern Urdu Poetry* (Penguin, £3.95), partly because it delights in ambiguities and the imagery associated with traditional subjects can acquire political connotations. He puts the work of these poets, from Faiz Ahmad Faiz and N.M. Rashid to the present, in its linguistic, literary and political context and the book conveys the flavour of a popular and traditional medium adapting to a changing world.

Apollinaire was a delightful and exuberant man whose poetry has the quality described by that state poet "freshness". Francis Steegmuller's biography (*Apollinaire: Poet Among the Painters*, Penguin, £4.95), first published in 1963 and now revised, gives plenty of examples of his work, with translations, and uses letters and diaries to reveal his association with Picasso, Matisse, Laurencin and other artists and evoke the cultural life of Paris before and during the First World War.

John Minford has now completed his translation of the classic Chinese novel *The Story of the Stone*, also known as *The Dream of the Red Chamber*, with volume five, *The Dreamer Wakes* (Penguin, £4.95). Before starting this massive task, he tells us, he was worried by a Chinese friend to "keep well away" from the morning, and has justified his decision to do so in a fluent English version of this family saga with its underlying Buddhist themes.

Milan Kundera's play *Ignace and his Master* (Faber, £3.95) is neither a transposition nor an imitation of Diderot's *Jacques le fataliste*, but a witty dialogue with it, here translated by Simon Callow, which pays tribute to the spirit of the Enlightenment from the standpoint of a 20th-century Czech writer.

Robin Buge

# Religious Education



## The celebratory approach to multicultural RE Hymn to diversity

PETER MITCHELL

There, asks Richard Times in his book, *Approaches to Islam*, "a central contradiction in the as yet embryonic ideology of multiculturalism lies in the recognition on the one hand of the rights of the parent culture and on the other of the role of the state as a proxy for the State."

community with its own distinctive religious and cultural traditions into a well-established pre-existing society is likely to be a painful and difficult affair, no matter what educational decisions are made.

Nevertheless, there are ways to lessen these tensions and reduce the difficulties outlined above. In the first place, it is important that the right of faith communities to sustain its own existence and to pass on its most cherished beliefs, rituals and attitudes and cultural traditions should be fully recognized. The only qualifications to this are, first, that it should not be done in a way that is mutually offensive to the wider community, and second, that it should not impinge on similar rights of other citizens. All this is much easier said than done. Our society has been much more successful in defending the rights of the individual than in protecting the freedom of minorities to sustain their group identities. But unless this can be successfully achieved the idea of multicultural education itself becomes a hollow sham.

The school, however, can respond to this challenge in a variety of ways. It can take a wholly separatist stance. The life of the faith communities, it might be claimed, is no business of the school. It is there primarily to educate and to propagate those common values which bind the wider community together. How a faith community sustains itself is the concern of the community outside the school. Only thus can the school cater for all the diverse strands that go to make up our present society. But this is to ignore all the difficulties and dilemmas noted above. Education is too value-laden, and life inside and outside the classroom too interlocking for separation to be a satisfactory policy. In any case it is unrealistic to suppose that something like religion can be compartmentalized and treated as a distinct and separate area of life, which can be safely neutralized so far as the general life of the school is concerned. Faiths like Islam do not see existence in this way of life. Our system also ignores the importance placed by most religions on sustained patterns of social behaviour, which do not stop at the school gate.

Secondly, the school could adopt a single faith approach. The difficulties entailed in creating confessional schools cannot be discussed here. But for most ethnic minority groups this is not really a viable option. The money and numbers required in most cases rule out this solution. It would also raise serious problems about the satisfactory integration of the group into

the larger community and run the risk of creating an unwelcome ghetto atmosphere, which would not be conducive to good race relations.

A third approach is that of the neutralist. The school takes a strictly non-interventionist stance in its attitudes and teaching, withdrawing as much as possible from any ideological commitment that would clash with the different faiths found within its walls. The study of religion is allowed but has to be objective, impartial and neutral. Pupils would therefore be free to follow those patterns of social behaviour appropriate to their own religious background, whether it involved dress, food, social mixing or sacred rituals. If adopted this policy would, of course, be a great advance for many schools. It suggests the minimum of what is required. No school ought to prevent its pupils from following the social obligations arising from their own religious heritage, whatever that heritage might be.

On its own, however, the neutralist position does not seem enough. Rational detachment might appear at first to be the fairest and most non-accusatory way of investigating religious phenomena. But on closer examination it seems a very attenuated approach to the exploration of religion, for it does not do sufficient justice to the subjective side of human experience which finds its expression in poetry, music and the arts and in religion in adoration, submission and worship. Unless pupils from faith communities are given opportunities and help to express their sense of belonging to their own cultural groups in a personally appropriate and satisfying way, their education can hardly be said to take their religious background seriously. It may be because of this missing element that the neutralist position sometimes seems to be too negative and easily gives the impression of being a disguised form of agnosticism.

Something more positive is required. This we might call the celebratory approach, where the school actively welcomes the diversity and cultural richness a multicultural community provides. Rather than just showing pupils to follow their own social requirements, this approach actively encourages pupils to express their beliefs and attitudes in a way that will enrich the lives of all the pupils, whatever their background. While doing so, by exercising its central teaching function the school would also try to open the pupils' eyes to the wider horizons of the world community of religions and faiths as well as helping them to explore their own feelings and responses to life as they are experiencing it. This celebratory attitude ought not to be limited to schools with a multiethnic intake, but

needs to be shared by all, if cultural ignorance and racial intolerance is to be tackled at its roots.

This is not to depreciate the need for accurate knowledge. In fact, it makes it more imperative that pupils are provided with a fair and balanced understanding of the material itself is authentic and well established. One of the complaints against some school curricula has been that the knowledge provided in subjects such as history and geography as well as language and

art and even science and mathematics has too often been limited and even distorted by an unjustified western parochialism.

Pupils need accurate knowledge, but they also need to learn respect for the traditions and peoples they are studying. The celebratory approach has as one of its major objectives the engendering of an appreciation of views other than one's own, rather than seeing them as alien, distant or

continued

## lingo

Crony

"The Prime Minister's press secretary, Bernard Ingham, has confined to place one of his cronies at (Kenneth Baker's) side." (*The Times*, November 4, 1986).

As the Education Secretary may well know, "crony" is a good academic word. It is nothing to do with "crone", but arose as a term of university slang at Cambridge in the 17th century, where it developed classically as a form of Greek *chronos*, "time", the idea being that a "chrony" (as the word was originally spelled) was someone who had been a friend of another person for some length of time, in other words they were contemporaries.

Pepys was a Cambridge man, and one of the first records we have of the word is in his *Diary*, where in the entry for May 30, 1665 he mentions one Jack Cole, a former school friend, who "was a great chrony of mine". Shortly after

this, the word was recorded in Stephen Skinner's dictionary of English entitled *Etymologicon Linguae Anglicanae*, where he defined the word as what amounts to student slang (*vox academica*). Significantly, Skinner was also a Cambridge man.

At Oxford, the equivalent word was "chum", also first recorded in the 17th century. Its precise origin has not been established, but it probably derived as an abbreviation for "chamber-fellow" or "chamber-mate". In other words, for a person who shared rooms with a fellow student. Unlike "crony", "chum" has acquired fairly wide usage over the years, and became especially associated with school friends and even criminal associates, "partners in crime". In particular ones in prison together. Unlike "crony" too, "chum" has become a familiar form of address in the same way that "mate" has ("Here you are, chum").

Despite the fact that both words originated in male-predominant environments, both "crony" and "chum" can be used of either sex. Indeed, Mr Ingham's "crony" in this case is a woman, and worked with him for some time at No 10 before becoming chief press officer at the Home Office.

Adrian Room

## Weigh up

**Assessing Educational Achievement** (edited by Desmond L. Nutall, Palmer Press £7.50, 1 85000 056 5) is a collection of articles on aims and methods of pupil assessment. Experiences in Australia, the US and the UK are included as well as those in the UK. Contributors discuss alternatives to examinations, such as profiling, graded tests, and orientation, which is a method of continuous observation and counselling. There is a consensus in favour of more formative assessment which seeks to correct and guide as the pupil learns, rather than summative assessment, which makes a once-off judgement at the end of a course or syllabus.

**School Management** (by Kenneth Lambert, Basil Blackwell, £19.50, 0 631 14524 9) is a book of resource materials for in-service training. It includes suggestions for role-plays, games and other "fun" activities, as well as more straightforward materials relating to hypothetical problems and situations of the kind that tend to arise in schools. The areas covered are organization and management, pastoral care, staff development and education and the law. This is a lively and useful collection.

**Evaluation of Management Education, Training and Development** (by Mark Easterby-Smith, Gower, £12.50, 0 566 02378 4) deals with education for management in business and industry, and the aims, methods and implications of its evaluation.

Jessica Saraga

## Country origins

**Alison Uttley: the life of a country child (1884-1976)**. By Denis Judd. Michael Joseph £15.95. 0 7181 2449 9.

Readers who have come across Alison Uttley's books could be forgiven for picturing her as a spry, grandmotherly figure spinning tales like wool in some remote Derbyshire farmhouse. Her most famous book, *The Country Child*, which has scarcely been out of print since it first appeared in 1931, is vibrant with a sense of the traditions of rural life as she experienced them in the closing years of the 19th century. Everything that followed it - whether pastoral essays and novels or children's books about Sam Fox, and Snug and Serena, and Little Grey Rabbit - is imbued with a like appreciation of a near-idyllic country existence.

It may therefore come as some surprise to such readers to learn that Alison Uttley left her Derbyshire retreat more or less for good in 1903, when she went to Manchester University to read physics. (She came very near to being the university's first woman graduate.) Then came teacher-training at Cambridge and the post of junior science mistress at Fulham County Secondary School. And after that came marriage to a civil engineer, and a suburban sort of life on the southern outskirts of Manchester. Her sole child, a son, was born at Didbury soon after the start of the Great War.

The division that is apparent here - between an intensely experienced childhood and a conventional adult life - ("I have inherited domesticity," she once confided to her diary) - prefigures a far more radical division in Mrs Uttley's personality which makes for the chief dramatic interest in Denis Judd's biography. When the country



child left Castle Top Farm she carried with her a quieting, but seemingly unfocused, ambivalence which she found difficult to harmonize with local expectations and which made her a decidedly uneasy person to know.

The turning-point - the elastic clash between freedom and restriction, self-expression and self-abnegation - came in 1930 when she was 45 years old. It was then that her husband (who had always been of a nervous disposition) committed suicide, and this event precipitated her into becoming a professional writer. It was a vocation that she had just been discovering within herself - and which may have been partly responsible for tension within the family. *The Country Child* was in manuscript - and had been condemned by her husband as "rubbish".

*The Squirrel*, *The Hare* and *The Little Grey Rabbit* had already been published. The realization that she could write was coupled to a realization that she would damn well have to, and a decision to write what was to lead

to well over 100 published books. (It is passing interest that much of this career was conducted at Beaconsfield, a few minutes away from the prolific occupant of "Green Hedges", with whom Alison Uttley had no neighbourly relationship at all.)

Denis Judd deals with his difficult and complex subject in a manner which is at once revealing and non-committal. As "authorized biographer" he has been given full access to surviving papers and to Alison Uttley's full and candid diaries for the years 1932-1971 - invaluable sources for indicating her troubled mind, with its dangerous mixture of brooding prejudice and commonplace sentimentality. Chapter by chapter he works to a pattern whereby her wayward emotional life is set into a context of events, many of which also redound little to her credit. Her treatment of friends and collaborators, and of her family, tends to be brusque at best, and she seems to have wrecked the life of her son, who went the way of his father two years after Alison's death.

Overwhelmed by the task of steering an objective course through so many storms in retrospect, Mr Judd is never a little somewhat restrained over writing about Alison Uttley's books, which are nonetheless the *raison d'être* of his biography. He has certainly done good work among publishers' records and gives an excellent account of the growth of Uttley's reputation and the attendant sales figures - and especially the battles with illustrators, and the poor Margaret Tarrant. However, he is unwilling to commit himself to any judgement of her performance or to the contradictions that exist between "life" and "work".

This is a pity, since her position within the English pastoral scene needs more fully delineating. What does her work stand in relation to the pastoral tradition? To the publishing industry? To the public? To the world? The questions need at least some tentative answers, if only to clear up such matters as the possible debt that she owes to Beatrix Potter - a subject which seems to have brought her so close to apoplexy.

Brian Alder



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GCSE: no communication across the boards

## Quite contrary

PETER CONNOLLY

When looking over outlines of the new GCSE syllabuses in Religious Studies, one is immediately impressed by the lack of standardization across the examination boards. It is difficult to believe that such arrangements will facilitate the smooth transfer of a child from a school in one part of the country to a school in another part. With the proposed variety of options (even allowing for the fact that schools can follow the syllabuses of boards outside their area), it seems unlikely that a child making such a move would be able to find a syllabus in the new area which resembled in any way the syllabus they had been studying in the old one.

Each board seems to have paid little or no regard to the developments taking place in other boards and consequently not only do the actual courses display an almost bewildering variety, but the way in which they are organized and related to each other is different in each case. Moreover, the boards interpret the National Criteria document in Religious Studies extremely liberally when dealing with content.

The National Criteria allow for two types of syllabus. One is based on two papers, the first relating to the study of a major world religion from one or more perspectives, eg teachings, texts, history etc. The implication is that most of these approaches will be touched on in the first paper. The second paper should then deal with either another major religion in the same way or the same religion in a different way. The second type of syllabus requires a thematic study of three major world religions. With regard to both types of syllabus, the National Criteria document states: "For the purpose of defining content, the major world religions shall be Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism".

From this it is clear that under syllabus one each board should be seeking to offer no more, and hopefully no less, than 12 papers, two on each of the major religions; under syllabus two the offering should be one or perhaps two papers allowing the thematic study of any three of the six above mentioned religious traditions. Alas, the reality falls far short of this simple, yet varied, ideal.

Even at the level of the number of syllabuses there is disagreement. Three of the five boards have the option of choosing from three alternative syllabuses, only two have two alternative syllabuses on offer. In fact, it is extremely difficult to ascertain what the boards have in common. The only shared feature I can identify is that, in line with the requirements of the National Criteria, all boards allow the teacher to select a combination of courses in which Christianity is the only religion studied. No other traditions are allowed to dominate the syllabus in this way, with one exception. Two combinations in the London syllabus B allow for the exclusive study of a tradition other than Christianity. Units seven or eight can be linked with any of the units on the six major religions to allow the study of just one tradition. In addition, unit 11 (Religious texts of the Jewish tradition) can be linked with unit five (Judaism) to allow the same kind of specialization.

The other features which the boards have in common are best described as general similarities which, however, are not even shared by all boards. Thus, only three of the five boards offer papers on each of the six major religions. The Midland board offers nothing on Buddhism and the Welsh board nothing on Sikhism, probably because some influential member(s) of those boards choose to ignore the National Criteria guidelines.

In the case of Buddhism they may also be ignoring the bulk of scholarly opinion and refuse to acknowledge it as a religion. Alternatively, though one would hardly expect this to be the case, the above mentioned boards may lack personnel with expertise in those areas. So kids, if you are doing Buddhism as an option, make sure your parents do not move to the Midlands, and if you are doing Sikhism be sure to avoid Wales.

The same kind of quirky variety is exhibited in the thematic syllabuses. Only four of the five boards (Wales is the exception here) offer a thematic study drawing on material from three religious traditions. However, each of the four operates a different set of restrictions. Southern is the most flexible, offering the possibility of combining any three traditions from the six. Midland offers a choice of any three from five (Buddhism is not offered as an option) while the Northern board requires a concentration on either Buddhism, Hinduism and Sikhism or Christianity, Islam and Judaism. London is the most restrictive in this respect, limiting the traditions that can be drawn on for thematic study to Christianity, Islam and Judaism.

Another area of similarity between the boards, though here they seem out of step with the National Criteria, is on the topic of the contemporary religious, moral and social scene. All boards offer papers on this topic though most of them are restricted to a consideration of material from the Christian tradition. The exceptions are Midland and London. Midland offer a multi-faith (though excluding Buddhism) version of this topic in syllabus B. There is, however, a purely Christian version in syllabus A. London offers a free choice in their syllabus B, units seven and eight.

In sum, the five boards offer sixty papers between them and of these, 25 represent distinct individual courses. Surely it is not beyond the bounds of possibility nor, I hope, too late, to change this situation? As I pointed out above, the National Criteria suggest a format which would reduce the variety to 13 basic options: two papers on each of the six major religions and one on a thematic study of three religions. I am not convinced that this ideal should be ignored. Even if it cannot be precisely implemented in every case, it would be reassuring to think that each board at least subscribed to it as an ideal.

Over the last few years it would be useful for board representatives to come together occasionally to make some progress on standardization. Educationists and the public at large surely cannot be satisfied with the present state of affairs, and moves towards some kind of standardization should become a priority for the boards. In the meantime, Midland and Wales could, at least, bring their content into line and offer Buddhism and Sikhism respectively.

Peter Connolly is a Lecturer in Religious Studies at West Sussex Institute of Higher Education.



New primary training project

## Act of faith

ELIZABETH HUGHES

In September, an RE Project was inaugurated at St Martin's College, Lancaster. The project aims to research and develop a programme of inservice education for primary school teachers, with corresponding support for governing bodies. Many RE initiatives have sought to promote educational renewal by producing material for classroom use. This project is committed to encouraging a professional school-based dialogue on the assumptions which underpin educational practice.

The project is distinctive in that it is a collaborative venture involving voluntary aided schools, Church of England and Roman Catholic and local authority primary schools. This participation emphasises the shared nature of the project and the schools share a common educational task of preparing their pupils to live in a rapidly changing world. The ecumenical dimension of the project also roots Roman-Anglican dialogue solidly in a shared practical endeavour.

Partnership within the dual system of education is reflected in all stages of its development. The initial work of the project is seen as taking place in three locations in an area common to the Roman and Anglican Dioceses and the Lancashire Education Authority. In each location, three schools, one from each of the educational sectors mentioned will be involved in working towards staff development and institutional renewal. The work will be based on the experience and perceptions of the participants as this is expressed in meetings about curriculum offerings, school brochures, extra-curricular activities and celebrations. Two consultants from the project will work with the total staff groups around their own areas of concern for a period of two years.

It is hoped that the experience built up over the initial consultancy period will suggest a model of INSET which is school based and appropriate for use in other areas of the country. In the following two years the new proposal for staff and institutional development will be exported beyond the North West region, to other participating dioceses and local education authorities.

RE is often the curriculum medium through which primary schools present the diversity of our multicultural and multifaith society. Conversely the work and relational structures which schools devise to further their educational purposes can function as an implicit curriculum advocacy of a particular set of values or beliefs. Since primary schools are already tackling educational issues which arise from an integrated approach to the task of learning, they provide a natural base for the work of this project.

Contemporary agreed and diocesan RE syllabuses invite children to explore their world through a variety of religious and moral perspectives, so that they may celebrate its diversity. Such educational resources assume that variety and differences are enriching.

Basic assumptions about acceptable behavioural norms are fundamental to the adoption of religious and moral positions. But they also provide the

basis for the theory and practice of social relations which determines those vexed but crucial areas designated as school ethos or hidden curriculum.

Recent parliamentary debates also emphasize that moral and religious issues have a formative influence beyond the private realm of conscience. They affect matters of public concern. Moral and religious notions will influence how we handle cultural conflicts in an increasingly pluralistic society.

Today the emergent picture of an educated person is that of someone who addresses assumptions about life in a rational, analytical and critical way. It follows that the professional educator who fosters this approach is one who works with awareness so that learning and teaching styles, educational aims and school ethos arise from conscious reflective processes rather than unexamined presuppositions.

One aim of this project is to assist in this heightening of reflective awareness in all those involved in an educational system. As it develops, strategies will be offered to help school staff groups work with physical, historical or economic factors to their environment, so that they can assume their professional role with increased competence and confidence. Clearly environmental factors differ from school to school. Rural isolation, an inner city setting, religious affiliation, or an ethnically diverse pupil population create different educational contexts and differing needs. The project does not minimize these differences but seeks to work with teacher experience and perceptions of these influences so that appropriate educational strategies are developed.

The method of this educational venture emerges from a blend of insights from systems theory with the working style of management consultancy. Both of these influences are more frequently found in the reflective work of large organizations. In recent years some colleges of higher education have used consultants to help facilitate work on future courses. An example of this is the work done by John Bazelgette with the staff team of the general studies department of the South Thames College as they developed a new course. In Ireland, the outside consultant is an increasingly familiar figure, often used to help members of education teams through crisis situations such as a school amalgamation or curriculum change.

But the consultancy experience and the dialogue it makes possible is too valuable a resource to be reserved for crisis management. It can provide staff groups with a first-hand experience of active learning and be influential in developing classroom practice.

This project is a new departure for primary education in Britain. If found useful, it may provide a model for professional development that has ramifications beyond RE as a curriculum issue or the primary school institutional context.

Elizabeth Hughes is project director of the All Saints' Project.

Islam for infants

## A colourful experience

JANICE WEBB

There is a tendency for infant RE to consist of uninterpreted Bible stories and a few luminous on goodness and truthfulness. Often RE only gets a creative airing at Christmas when the angels and shepherds are brought out of their stables. But my five-year-old son's class teacher wanted to be more adventurous, so, when I left secondary school RE teaching in have another baby, she enlisted my help.

We decided that an explicit project on Islam as a way of life would be just as appropriate as a study of Eskimos or Red Indians. We did not intend to go into the philosophy of Islam any more than we would introduce the doctrine of the Incarnation or Christology as a taste of another culture in a secondary way while encouraging other skills in most areas of the curriculum.

Bearing in mind the cognitive development of five and six-year-olds, we chose the festival of Ramadan as our springboard. The simple concept of giving up food and drink during the hours of daylight in order to concentrate on God linked in with giving up sweets at Lent, which the children had discussed at some work, but it could easily well have fitted into a topic on houses and homes or family life. We chose to focus on Ramadan, but we would have used the same material in a general topic on Islam.

First we had to introduce the notion of another religion and way of life and we labelled a world map with the areas populated by Muslims, including Great Britain. The vocabulary had to be gently introduced and reinforced by worksheets and jigsaws. We only used the words "Islamic", "Muslim", "haram" and "Mosque" on the first day and provided pictures to colour in as well as words to write.

The work was followed up in the next few days by a class frieze of a mosque at sunset and one child even made a mosque out of Lego. The children brought in dolls to be wrapped in saris by a local Muslim lady, who also dressed a tailor's dummy and

several of the teachers. For the fortnight of this topic, the dressing up corner consisted entirely of tunic and pants, saris and veils. A Muslim girl from another class brought in the tunic and pants she wears when visiting relatives in Bangladesh and this was pinned to a display board.

To give the children more pictorial ideas on which to focus, we showed slides of Muslims at prayer and pointed out the geometric patterns on the mosques. In small groups, with the mother who comes in to teach needlework, the children each produced a section of a prayer mat. This was mounted on the wall alongside a real one and depicted the Islamic geometric shapes in traditional blue and gold.

We used blue, gold and black as our colour theme and all display work was based on this. The children placed blue and gold hexagons, circles, triangles and squares in sequence on black strips of sugar paper and these formed the borders for all display boards. Further motifs were resulted from this, using 3-D cutouts and wooden shapes and by sticking busie shapes on to paper to form pictures of people and houses. In class story times we used a couple of tales from *Love At Home* by Khurram Muir and the children danced to Muslim music in PE.

We introduced the concept of Ramadan by linking it to Lent and emphasized that the Muslims took their religion so seriously that they were prepared to do without food and drink in the daylight for a month. They took stock of their lives, read the Koran and prayed to Allah. We discussed how it would feel to go without food for a day and as many were eagerly anticipating their breakfast packet of crisps, the idea was brought home to them. On the subject of food, the children made biscuits and sweets called Nariel Sunnoses. They made blue and gold boxes to package the sweets and saved the biscuits to eat on the last day of the project.

The culmination of the fortnight's work was an Eid party. After the

month of prayer and fasting in Ramadan, the Muslims celebrate Eid, during which they have parties, cards and presents and give money to the poor. The children made Eid cards and practised Arabic and Urdu calligraphy on a worksheet. A large class version of Eid Mubarak (Happy Eid) was produced and surrounded by their Eid cards. They made blue and yellow place mats for the party and decorated the classroom with blue and yellow balloons. The sweets and biscuits were the refreshments and drinks were served in blue beakers.

After a discussion about the needy people of the world, the pupils decided to donate 10p each to a children's charity and, in a specially made blue and yellow box, handed their money to the headmistress during the Eid party.

There was plenty of spin-off work, such as the maths work with shapes and sequencing and a "colour shop" to which the children brought blue, yellow or black objects. Parents responded to their child's enthusiasm was positive and many reported that they had enjoyed the project second hand. As in most other topics, the children improved their skills of colouring, writing, language and mathematics. They also discovered common ground in another culture which, in our pluralist society, can only be a good thing.

**BOOKS**  
*Ramadan and Id-ul-Fitr* by Janis Hanneford (Living Festivals series).  
*Islam for children* by Ahmad von Denler.  
*Love At Home* by Khurram Muir.  
*Marvellous stories from the Life of Muhammad* by Mardiah Aldrich Tarantino. (All available from the Islamic Foundation)

**SLIDES**  
Muslim Worship from The Slide Centre, 143 Chatham Road, London SW11 6SR.

**VIDEO**  
*ATV Series Believe It or Not - Islam*  
Prayer mat and posters and clothes. (Try your local video centre or Second Thriftly Centre, Chappel Street, Salford.)

**FURTHER INFORMATION**  
Books, posters etc from The Islamic Foundation, 223 London Road, Leicester.



## The Word in pictures

*Journal to Words And Pictures*. By Sarah Thorley. Religious and Moral Education Press £2.20. 0 08 031778 2.

This is the third title in this new series from RMEP. Each chapter contains a double-page spread on topics which include Torah, One God, Israel and the Jews. There are also questions and ideas for follow-up work. As with the earlier titles, this book will be of particular help to less able pupils. It is a pity that RMEP is not yet geared for colour photographs, but the book does enjoy a liberal spread of line drawings, some of which are very good. A number of illustrations are drawn by the author, again of mixed quality. Some of the text and drawings are printed in a naive, thus making some pages more attractive.

The author has sought assistance from members of the Jewish community so that the information is accurate.

## Comic-strip morals

*Godtalk*. By Kevin O'Donnell. Collins £2.95. 0 00 599 803 4.

"It presents," says the blurb, "in entertaining and lively fashion, the existential and moral issues: Who am I? What is my life for? What is good? Why is there evil?"

Well, it certainly makes a change from reading those trendy comic-strip textbooks which deal mainly with such frivolous bagatelles as War, Pestilence, Famine and Poverty. What we have here indeed could claim to be the epitome of the "Right Kids, gather round!" school of educational philosophy. The stance is overt right from the start. We are shown, in strip cartoon form, a bored looking class with a boring teacher about to start an RE lesson. There follows a "Zap!" frame, and the lesson is taken over by a cheerful character in sandals and robe, who brings the glad tidings that RE can be interesting. This character, Phineas, goes on to present to his ever-present sceptical audience a wide variety of real and important issues about life and the nature of God and world faiths. The main medium is the strip cartoon, with about four frames

per page carrying both added text and speech bubbles. Each of the six chapters is followed up by a worksheet, and in addition most of the pages have some discussion questions at the foot.

The aim of the book, which is intended for upper middle or lower secondary mixed ability classes, is entirely sound, as is the content. It cleverly has the purpose of helping children towards an understanding of their own religious and spiritual nature, and that this can be done by exploring the different ways in which people of various faiths and cultures have expressed, and are expressing, this nature. That this exploration can be made exciting and interesting, I do not doubt. What I do doubt is that the way to do so is to use the essentially patronizing vehicle of a strip cartoon which shows youngsters emitting speech bubbles saying things like, "Humm I suppose so!" and "Yeah, that's right!"

We need school books which cover this material for this age group, but I am saddened by, and resistant to, the notion that the audience either needs to be or can be coaxed into it by dint of a style which would ring hollow in a road safety pamphlet.

Gerald Haigh

## New Resources from Edward Arnold

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### The Gospel Story of Jesus

Jan Thompson

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### Gospel Resource Sheets

Jan Thompson

This pack of 30 self-contained blackline masters supplements *The Gospel Story of Jesus* but may be used independently. It is intended for students in the first three years of secondary school, but also provides necessary GCSE background for courses on Jesus.  
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### The RE Atlas

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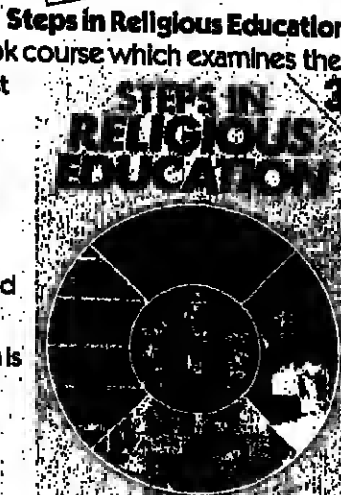
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An interview with Linda Smith

# All about life

PHILIPPA DAVIDSON

At her interview for the job of lecturer in Religious Education at King's College London, one member of the panel of academics asked Linda Smith why there was a gap in her CV for the year 1970. I was on the hippy trail, came the answer. She was surprised to be offered the job.

Linda Smith admits she has done things back to front. She began teaching in 1971 as a primary supply teacher and after training at Southlands College went on to work for seven years in Birmingham and Dorset, in primary and secondary schools.

"I was enjoying myself enormously. The kids were too. Fancy asking for extra RE... It was about this time that she decided she needed to know more about her subject. 'I knew I was on to something in terms of communicating the subject, but there were gaps in my own knowledge.'"

She decided to enrol for a theology degree at Oxford, partly financing herself by supply teaching. "It's surprising how much you learn on supply teaching. Pupils will confide things to you that they would never say to their regular teachers. You absorb a whole lot of situations and atmospheres, including the pressures and stresses of the profession today..."

Being a mature student wasn't easy—and studying in isolation wasn't the only problem. There was also the academic nature of the course. "Some times it didn't seem to relate to life at all. It was just a body of knowledge." But she prizes the enthusiasm of one of her tutors who sparked off the kind of excitement for learning she hopes to inspire in her pupils.

Religious Education is, she maintains, the most important subject in the curriculum. Why? Because it's about life. Linda Smith loves talking about life and frequently digresses with a fund of classroom anecdotes. "After all, stories are what people remember. Try it. It's probable that when you go out of here the one thing you will remember about me will be my stories." And it is the greatest compliment when the children remember them too.

There have been lots of tough times. Mobile classrooms can tell a few tales. One name that crops up frequently is that of Eric, who features in more than one book of Linda Smith's series *All about Living* (Lion Publications). Eric says the Bible is a load of rubbish and he doesn't see why he should be made to read it. "How do you know it's rubbish if you've never read it," says the RE teacher. "What if I said your music and your gang were rubbish?" Eric has a smart answer. "Well, it's a good thing that God doesn't think you're a load of rubbish..." And Eric is floored.

Despite her degree, teaching posts outside Linda Smith. Cutbacks in the subject meant fewer sealed posts and the acquisition of a masters degree in human relations brought the response that she was over-qualified for a scale 1 position. "All I wanted to do was teach," she says. She also spent a period in Uganda. "That taught me a lot. We complain about lack of re-

sources but there you've got 90 to a class and the children are making paintbrushes out of birch."

Looking at *All about Living* I questioned whether its concerns were really those of the RE teacher: what to do if the boy you are interested in falls for your best friend, or your mate borrows money and doesn't pay it back. Aren't these questions more the province of the teacher of personal and social development?

"RE is about justifying existence and this involves enquiry into all aspects of the way we live. Adolescents are deeply involved with questions such as 'Do I matter?' Why do two thirds of the world go hungry? Why are people judged by their skin colour? But my books are concerned with the religious response. None of these can be discussed without reference to God." So her books are God-centred (Why believe in God? Pleading God, Bible facts). The layout is teenage magazine style; and it works. The characters think in balloons and the headlines of the *Desert Sun* proclaim "Abe baby leaves town for mystery tour".

Linda Smith is a practising Christian. "Yes, I suppose what I am comes across. But the aim is not to indoctrinate but to encourage pupils to think for themselves. Christian ethics can no longer be assumed in our pluralistic society. I mean, what do you do about adultery? We are living in the 1980s." The pupils gave her the answer to this one. They ran the debate for her and unwittingly in line with Government thinking, came down firmly on the side of monogamy with severe penalties for offenders.

She does, of course, believe in the teaching of non-Christian faiths, regardless of where a school is situated and whether or not it happens to have representatives of those faiths in it. "It's vitally important to teach children to respect each other's religions. We aren't living in a Christian country. But

A woman's work: Linda Smith at King's

I don't feel I can get inside what a Muslim believes. She would always bring in specialist help in multi-faith teaching—a parent or a pupil, perhaps.

What about denominational schools? "Well, they can be a good thing provided they teach children to enquire and not just to accept. The only difference is that they start from a faith... But I'd have to think about this one."

One question that is peculiarly the province of the RE teacher is when religious concepts should be introduced to children. "Other subjects have something to build on when pupils come up from primary school. But we often get them at 12 years old with little or no concept of religious belief. Then you have to start laying the foundation for religious thinking. I believe you can teach miracles to children... but I know a lot of people who don't."

These days, though, children have more ideas about religion than teachers sometimes give them credit for. "Most of their knowledge comes from occult videos. They can tell you all about sacrifice. And their morality comes from Dallas and Eastenders. We have barely begun to understand the influence of television and the other media on the way our young people think. But you can get them to question what they've seen."

Linda Smith's students will be trained as communicators, and to cope with today's pressures. "The RE teacher is often seen as the representative of religious and moral wisdom. So everything from depression to abortion can be in a day's work. It's not enough to stand in front of a class and project authority. I don't think students are always prepared for what they will find in the classroom. Pupils are likely to bring their problems to the RE teacher and she must be prepared."

For Linda Smith the religious education of the eighties encompasses teaching about religious beliefs, personal and social development, decision-making, and spirituality. Her priority in her new role as teacher-trainer? To help students to get to know themselves, so that they can understand their own responses when the going gets tough.

The RE Atlas, By Jan and Mel Thompson, Edward Arnold £2.95, 0 7131 7474 9.

At last, an atlas for RE teachers which is "not just another Bible atlas". The authors of the RE atlas have put themselves a formidable task of producing an "atlas which covers the major belief systems taught in religious education today". This includes the six major world faiths plus a short section on communism.

Maps cover the history and current statistics about these faiths as well as providing brief notes and photographs to assist in pupils' understanding. The layout is clear with a number of black and white photographs to illustrate and bring the maps to life. A pity therefore that the publishers couldn't put some colour into the maps and photographs for that could have made the book so much more interesting.

The idea of including maps of the

recent history associated with these religions is excellent. For instance that showing the work distribution of the Jews and the diaspora could provide material for some extremely interesting work in the classroom; however it would have been useful to see a lot more up to date information. What about a map showing the distribution of faiths in Britain today, or one on sacred places for Christians? There is a tendency to use maps only as a way of teaching ancient religious history.

The authors preface the book by telling us that "some of the maps are simple enough for pupils to copy into their books"; too much RE in the past has consisted of copying from books. What a pity that we couldn't be advised to do something a little more exciting.

Overall this is a useful book that is far more useful than the old style Bible atlas.

Stephen Lavender



One of the striking illustrations by Carol Barker, from *Buddhist Stories* by John Seeliger (Weyland, £5.50)

The turbulent history of RE since 1944—and a suggestion for the future

# Twists in the tale

WILLIAM KAY

The coalition war-time government of 1944 produced a masterpiece of legislative machinery for county schools which was designed to allow all the parties involved in religious instruction to make their mark. The machinery ensured that the churches, the teachers and the employers all collaborated in the production of an Agreed Syllabus and that parents, who were in those days not deemed to have much say in the matter, could at least, if they definitely disliked what had been agreed, withdraw their children from all or part of it.

One of the beauties of the machinery was that it was designed to operate in each L.E.A. separately and therefore the strength of regional religious feeling seriously. Methodist Cornwall was known to be different from Anglican Lincoln and so their Agreed Syllabuses were expected to reflect this difference.

More than 40 years have passed since these idealistic and patriotic days of the educational, social and fiscal landscapes have altered drastically, but still standing, and still in working order, are Agreed Syllabuses and the machinery for producing them. The last generation of syllabuses, like the last cars, are streamlined, light powered and economical—they tend to do more in aims and objectives than in facts of factual material, though they are still produced by the ancient machines which have transformed themselves in a process accelerated by their designers through the addition of new components: ethnic and humanist syllabuses are now normally included within the group of committees which usually draw up the syllabuses.

As has often been pointed out, the only Agreed Syllabuses were very largely Christian in presupposition and content. They were usually written to children with the result that there was an inescapable thrust inherent in the subjects chosen for study and the methods by which they were to be taught. Teaching in the late Fifties, particularly in Secondary Moderns, and in Sunday School felt about it because it was frequently left in the hands of untrained amateurs.

In the Sixties all that began to change. It had already been shown by at least one survey that, despite all the teaching, children's grasp of the Christian faith was muddled and inadequate and when new empirical research (by Goldman) seemed to show why this was the case, the pressure for change began to build up irresistibly. The new research suggested that young children could not grasp the meaning of the Bible because they were not sufficiently developed mentally to cope with abstract notions.

Moreover, it is also true to say that there was a social ferment in the "swinging Sixties" as batches of liberalising legislation passed through Parliament: capital punishment, abortion, homosexuality and marriage norms were all adjusted. In the midst of this, comprehensive schools began to be widely canvassed and introduced and minority groups became more vocal. RE had to find light to justify its place on the curriculum. It had to be seen to be at home in the school environment, and not simply an adjunct of the faith community: it had to be "educational".

The definition of what was, or what was not, educational was determined by philosophical criteria which stipulated that classroom subjects had to be rational and critical and to deal with "bodies of knowledge" of specified kinds. Nothing else would do. And so RE moved in the direction of spelling out what various groups of people did and believed and moved away from the idea of truth, whether doctrinal or historical, because truth in religion seemed to require irrational faith rather than reason.

As a sub-plot in this story, a new set of arguments began to be developed. They stressed the links between education and culture and between education and society. Christianity must be included in the curriculum to help children appreciate British culture. Without an acquaintance with Christianity, British law, history and art could not be understood. Non-Christian religions, however, should also be included in order to disarm social prejudice and promote tolerance. At the time no one seemed to spot a contradiction: the research findings suggesting that young children cannot understand the abstractions of Christianity implied that they would be unable to understand the abstractions of any other religion either. The net result of this flux was that Christianity disappeared from primary schools only to re-appear a little while later with a lower profile alongside several world religions which had, until then, been the exclusive preserve of the academic sixth form.

Amid all this change the RE teacher stood scratching his or her head. The RE teacher who had been recruited in the early Fifties was expected to do a completely different job in the late Sixties. Often he or she had entered the classroom, rightly or wrongly, because of personal religious convictions. In the mid-Sixties these convictions were declared to be unacceptable, uneducational and an impediment to understanding and, where present, in need of surgical removal by professional training. Moreover, to add to the confusion, the teacher who, during this same professional training, had accepted the validity of the doctrine that the curriculum should be based "bodies of knowledge" was expected, by the mid-Seventies, to adapt to a new curriculum which included a bewildering number of skills whose relation to the hitherto all-important "bodies of knowledge" was somewhat obscure.

In the Eighties, the story twisted further. For a start, the competence and authority of Goldman's empirical research (which had questioned children's understanding of biblical abstractions) was itself carefully and devastatingly questioned. Then, without warning, all the arguments about personal religious convictions were stood on their heads (by Edward Holmes) who contended that, in fact, a teacher's own faith is an educational resource of prime importance. Only the committed teacher can understand the commitments of others, even if those are diametrically opposed to his or her own.

The changes and reversals in the story of RE since 1944 have had an adverse effect on the recruitment, workload and career prospects of RE teachers. The current situation is unsatisfactory and various solutions are possible. A recruitment drive could help; an improvement in the allowances normally granted to RE departments would be welcome; better facilities for providing training in RE either as a main or a subsidiary subject, or during in-service courses, would be a cause of some rejoicing. All these measures would be beneficial, but I suspect that they would not really do enough. And, anyway, most of them have been tried before. Should we then alter the machinery for producing Agreed Syllabuses? Perhaps if more children enjoyed RE at school, more would eventually enter the system as RE teachers in years to come. Suppose we widened or narrowed the composition of the committees which draw up the Agreed Syllabuses, would that do

the trick? Again, I suspect it would make very little practical difference. Such consensus as is possible has already been achieved.

Instead, consider a new possibility which has not been properly tried in this country. Suppose we put the teaching of RE in the hands of members of faith communities and that rabbis, priests, imams and others came into schools to talk about their faith. Suppose, too, that we retained various aspects of the Agreed Syllabus machinery to monitor and control such representatives so that we were not in danger of weird and unethical teaching.

Such an initiative would, of course, seem to throw all the existing RE teachers out of work. God forbid that that should happen! However, if the RE teachers were able to represent certain faith communities, then it would be clear to parents and pupils exactly where the man or woman who taught their child stood. Moreover we should still retain the right of parents to withdraw their children from RE lessons.

The beauty of the suggestion is that, at a stroke, it begins to solve the problems brought about by the shortage of RE teachers and, at the same time, provides a form of RE which allows for the expression of personal commitment within an educational framework. If the untrained representatives of faith communities received some type of certification from educational establishments and if the trained RE teachers received some recognition from the faith communities, each classroom would in future contain someone who embodied a bridge between the worlds of education and of faith.

Dr William Kay is a lecturer in Old Testament and Ethics at Mathersey Hall.

## Roads to enlightenment

Following the Paths, Edited by W. L. Lattin, Macmillan Education £9.95, 0 333 32884 6.

This companion volume to Hampshire LEA's earlier *Paths to Understanding* is a welcome addition to the authority's already outstanding contribution to RE in Britain.

This second handbook successfully sets out to narrow the gap between the ideas that have been so convincingly worked out for religious education during the past quarter century and actual classroom practice. It is an intensely practical book that keeps its eyes on what good RE might be in that its use will foster good practice.

After a thoughtful general introduction the volume falls into two major parts, one addressed to the primary school, the other to the secondary school.

The first part begins with a tightly written piece on planning integrated topic work; principles enunciated here are then developed in six schemes that follow, each directed to a specific age-range (5-7, 7-10, 8-9, 10-11, 11-13, 12-13, 12-15 and 13-16 age groups). There is also an article on Moral, Social and Religious Education for the 14 to 16-year-olds; this is the area which will probably prove to be the least satisfactory part of the book so one hopes that Hampshire (and others) will pay particularly careful attention to the thinking and practice that needs to go on if RE is to make the sort of contribution to PSE that it should make.

As in the schemes for primary schools there have their origins in the authors' individual styles are unmistakable, reflecting both the light editing of this book and the rich variety of teaching styles and content which can be used together with a good agreed syllabus. The volume ends with a section of useful addresses, a glossary of technical terms used in the volume and a very helpful index.

This is the sort of work that RE now needs: a pity that it is so expensive. The authors show the process of translating the thoughtful and careful work done by pioneering religious educators into classroom practicalities.

Peter Doble

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FREEPOST Paul Blackwell, 108 Cowley Road, Oxford OX4 1JH







The scene is already notorious. A young woman walks with a man, not her husband, through shoulder-high ferns in the Forest of Dean. They couple ("make love" would be too romantic a term) while her son watches from his tiny vantage point in a giant tree. The boy, Philip Marlow, is affected irreversibly; the actor, Lyndon Davies, didn't see it happen. "Everyone had gone home," he says, recollecting the time in that tree, where, deposited by a crane, he spent hour after hour talking to the sound engineer, writing his turn. John Amiel, the director, described to Lyndon what he was "watching" and he just used his imagination. Much the same thing happened in another remarkable scene from *The Singing Detective* (BBC1, Sundays). Philip is listening to his father whistling to entertain the locals in the working men's club. His face glows with love and pride and is crossed with shame when he sees his mother's lover touch her arm and the ghoulish drinkers seem to be mocking him. But "every one had gone to lunch" by the time he reacted so touchingly.

Lyndon Davies is a remarkable boy. He was chosen from about a thousand youngsters from ordinary schools, many in the Forest of Dean area (he comes from Churchdown near Gloucester) for instant stardom. His only experience of acting was in drama lessons - he hasn't yet even acted in a school play - and he admits that if he had thought of himself beforehand as someone who could set the part of young Philip, he may not have been able to do so. He is a million miles from the stage school child, all glitzy smile, cute manner and readily tapping feet. He has a quietly expressive face and doesn't show off any more out of character than in. He is small and still looks young for his age - now 14 - but he has a mature, independent manner, an air of being able to cope. As indeed he has had to: his own father left home when he was about the age of young Philip. Now he is happily settled with his mother and stepfather.

Lyndon suddenly became the centre of attraction a week ago and has been written up in the *Mirror* as an unsophisticated boy more interested in football than sex. He is keen on football, certainly, but he would like to go on record that he is also interested in film. In fact, he's pretty popular with girls at the moment. He goes to the local co-ed comprehensive, Chosen Hill, where he is in the fourth year, still embarking on GCSE courses. His friends tease him a bit and call him "Phil or Superstar, one or the other" but one gets the hint of serious jealousy, simple because he just gets on with life. *The Singing Detective* has brought him a new bike (the rest of his fee is invested until he is older) but he still uses his old BMX to deliver papers around the village.

Unspoiled he certainly is, but no one



Lyndon Davies as young Philip Marlow

## You ought to be in pictures

Heather Neill talks to Lyndon Davies, *The Singing Detective's* new star

could be unbalanced by such an experience. Neither he nor his mother can now imagine life without *The Singing Detective*. The auditions, four of them, took place a year ago and filming went on from January to August. Although he managed the frequent transitions from location to location, he was all over the place, as was the film. He was all over the place, as was the film. He was all over the place, as was the film.

Last Sunday's episode, in which the village school matron calls down the wrath of God to help her identify a miscreant, must have struck a chord of

recognition in many a middle-aged viewer. Philip's tears of guilt were partly glycerine induced. Lyndon has got used to the sting of it. His mother says that John Amiel found it difficult to instil fear-of-father in the children in that scene. It was as foreign to them as the ink wells and scratchy pens, as strange as their hairstyles. Lyndon did not enjoy his ear-high short-back-and-sides and got a balcony for Christmas when he went on holiday, still shorn, he typically avoided the other children's curiosity, joking that his cut just happened to be the latest from Vidal Sassoon.

Bitten by the acting bug, Lyndon no longer has ambitions to be a probation officer, but despite acquiring an agent, he still has some years of school to go. His education? "Well, we had biology and now we have personal relations. It's outside this term, then we go on to

sex." Which order may seem a trifle pessimistic - or possibly indicative that death is thought to be easier to deal with, even less harmful as a subject than sex. Certainly, *The Singing Detective*, one of the most moral, even puritanical, dramas of recent years with its emphasis on the awful consequences to others of adultery, has raised more of an outcry than any number of death and violence police series or meretriciously titillating soap operas.

Extending the possibilities of television; involving the viewer emotionally and intellectually; fearlessly mixing humour, misery, death, disease, love and fantasy; daring to come near real human fears and disappointments, Dennis Potter's writing is well served by an excellent cast, not least the still centre of young Philip, alias Lyndon Davies.

### Radio

## Caught young

What *Radio Times* did not spell out about this week's *Thirty Minute Theatre* (Radio 4) was that it was by a 17-year-old and he wrote it while he was still at school. Mind you, it needed no apology. The interview by Edward Mason showed a most impressive understanding of psychology, dramatic shape and the potential of radio. Set in a public school, it is about an introverted non-conformist. The head thinks he is childish and his English master thinks he is brilliant. That does not stop the boy, Danny, from handing in a blank sheet of paper for his mock A level English. Eventually an educational psychiatrist is called in and the main part of the play is the subsequent interview. Edward Mason has a flair for dialogue and can write both genuine and consciously clichéd denunciations of character-shaping niggles, the CCF and the school in general (seen by Danny as an institution designed to turn out clones).

Producer Martin Jenkins gave it pace and style with Jennifer Peacey nicely detached as the psychiatrist who realizes there is no easy solution, and 16-year-old Alan Cox totally convincing as the logical, word-spinning boy. If the play offered little hope of help for a gifted boy alienated from almost all around him, then there are occasional glimmers of hope at the other end of the educational spectrum in *King Street Junior*, now being repeated on Mondays (12.27) and Tuesdays (6.30). This black comedy neatly captures all those moments that make life in a primary school so infuriatingly worthwhile: the flu epidemic in the first week of term, redeployment of the trunions of the lady music teacher and so on. The Monday lunchtime scheduling of alternate episodes is not all that convenient for those who want to bear it most, but a new series has been promised and perhaps the planners will honour writer Jim Edey's wish.

Producer John Hewitt Wilson with the best of hosts. They would be equally at home if they had a look at Edward Mason's second play: he is reported to be at work on it now.

David Self



Herbert Bayer's "The Language of Letters", 1931. From Photomontage, Dawn Ades' excellent study which is now available, fully revised and updated, in Thames and Hudson's World of Art series (£4.95).

## Rock on

Those seventh TSB Rockschool Competition is now under way. To enter it groups (who must be aged 13-19 and all at school) are invited to submit a cassette of two songs, one of which must be an original composition. Winning entries are selected for the regional finals to be held during February and March 1987. As well as a cash prize, the winning group will be offered a recording session and their school will receive £1,000 worth of musical equipment.

Entry forms from all branches of TSB or from The Organizer, Rockschool Competition, 12-14 Hill Rise, Richmond, Surrey (closing date December 31).

Robin Buss

### Television

## Squealing spies and private eyes

The news has been taken up with the apparent inability of the British and American governments to control the activities of their agents or former agents, and World in Action (ITV, December 1) scored several points over the rest by repeating its interview with Your Wright, first broadcast in 1984 and not banned at the time, where he made the allegations which apparently form the substance of his book. Otherwise, from *A Week in Politics* (Channel 4, December 5) to *This Week, Next Week* (BBC1, December 7), and on most editions of the News, we have seen variations on the theme of what happens when a government, or one of its officials, encounters a security banana skin.

Sir Anthony Buck, Chairman of the Conservative Defence Committee, speaking about another matter: the public right to know. "Tell the full circumstances at the earliest possible moment, unless there are overriding circumstances which make it inappropriate so to do" (Reporting London, ITV, December 12). This apparent injunction to tell all, while reserving the right to tell nothing, should qualify Sir Anthony for a role as special adviser to the scriptwriters of *Yes, Minister*, unless ITV has signed him up for the next series of *Spitting Image*.

Only a director of Sir Richard

Attenborough's stature, I think, could have got that monster to curtsy to a princess". Anne Diamond (Labyrinth) showed that neither politicians nor political commentators enjoy any remarks that leaves you (and possibly them) wondering for the rest of the evening if they could really have made it. Television is mostly a background of pictures and a foreground of words and what linguistics call "phatic communion": noise filling a space and carrying little meaning. Or, rather, the message is there (eg an obsequious attitude to royalty and to luminaries of the British cinema), but they are not conveyed "through the expected channel".

Kenneth Baker would probably put it down to a school system that has failed to cherish the English language (Weekend World, ITV, December 7), though when he goes on to remark that education has been "dimming and dulling" you wonder about his own "essence". I expect it was simply the excitement of finding himself someone from criticism, but actually an object of adulation. The programme began with the usual full-colour commercial for the German way of life, followed by the usual criticisms of our own.

before outlining the Baker Plan. "He could be seen as the greatest reformer of the educational system since the war," said Matthew Parris, introducing his guest. "I thought it was a very good film," the Education Secretary enthused about this hulk-up, no doubt thanking his good fortune at not having to face interrogation by Brian Walden.

When writers for television do try to exploit our greatest national asset, they are deluged with praise, usually today, he would be writing for television. "If Shakespeare were alive again," he would be writing for television. "If Shakespeare were alive again," he would be writing for television.

The *Singing Detective* (BBC1, Sundays) has now reached the point where the elements of its Freudian structure (id, ego and superego) and starting to reveal how they all function together. In present time, Philip Marlow (Melanie Lynskey) lies in his hospital bed,

berating the staff and insulting his fellow patients who then gratify his wishes (or his fears) by dying on him. He is a crusty character altogether, masked by the psoriasis that makes his skin peel like flaky pastry. Since lighting a cigarette is a 10-minute agony, most movement goes on inside the head where his imagination roams through the intricacies of a Forties spy story while his memory recalls the Forties childhood when he saw something nasty in the woods. His mother (Alison Steadman) and her lover (Patrick Macnee) join his unblemished leading roles in the fiction.

Potter cares for the words as much as the rest of the team care for the acting and the production. The three leading roles are distinguished by shades of lighting and colour (greens dominate in the spy story, which parodies film noir and the dark jackets of paperbook thrillers; browns for the interiors of the remembered childhood). If the phobias (popular songs and dance, pop psychology, guilt and some pet hatreds) have lost the novelty of *Pennies from Heaven*, and the central character is considerably less than most boys to dispose of our

# Fibs or scruples

Virginia Makins & co try out games for the young and scheming

Our review team did not quite cover the four to 104 age group that games designers often boast they cater for, but it did represent three generations. It included a primary head teacher who plays games in her teaching, as well as teenagers. For the over-10s, the undoubtedly favourite was Waddington's Wordsearch (£7.50). Even those who would claim, as Mr Johnson didn't, that if a man is tired of *Scrabble* he is tired of life, might find themselves enjoying it. It's based on a 10 by 10 grid of circles, each joined to its neighbours with lines going diagonally, vertically, and horizontally. You start by covering all but the middle four circles with letters placed at random. As in *Scrabble*, less common letters have a higher score. The idea is to make words by sliding any free letters along the lines to any of the squares once a player has made a word, those letters are removed, leaving more space on the board. It's a more sophisticated version of the game, even in a household with three children where cut-throat competition is the order of the day. It was compulsory for players to find themselves making helpful suggestions, the others were struggling. The game is well produced, with an attractive board and letters on neat wooden sticks which adds to the feeling that "this is a game". Standards are being raised.

Countdown (ITB Games, £5.99) gives you 30 sets of letter cards, vowels and consonants, a one-minute timer (it's much shorter) and a rule book which tells you how to play the game on TV. The idea is to use those vowels and consonants at random to make words. The idea is to use those vowels and consonants at random to make words.

The game works very well for literate 10-year-olds and upwards, but the set of cards can be used in many ways. Our team started making anagrams, and the younger children tried to make as many short words as they could from their nine letters. Even very shaky readers and writers seemed to enjoy playing it that way round. However, the devotees of the TV game were disappointed that the publisher had included number cards for the mathematical bit at the end, and made off to make some before speaking to play.

Everybody liked *September* (Paragon Games, £5.99), though they thought the name was stupid. It's a new strategy game for two players (it also has rules for four, but since they alternate, and not consult each other, that seems a recipe for broken friendships). The winner has to make an unbroken line across a grid: one player tries to get from left to right, the other from top to bottom. Players are given a variety of pieces - straight, L-shaped, T-shaped and so on - and have to put them down one piece, trying to build their path and block their opponent's. When all the pieces are used up, the ones on the board are moved.

It's a nice quick game to learn, with national titles well within the grasp of mid seven-year-olds, but quite

tricky to play, with plenty of planning and strategy. The production is cheap and cheerful. It seemed a good bet for a primary class: easily learnt, good for thinking and strategy, and with games that are quickly over.

For those who like their games really complicated, but still accessible to fairly young children, *Escape from Atlantis* (Waddington, £12.99) seemed popular. It's an elaborate number of rescuing your 12 Atlantean men from their progressively sinking island, getting them to coral islands either by boat, swimming, or (if they're lucky), hitch-

hiking, sturdy boats, and funny creatures. Most of our reviewers enjoyed the game, but the seven-year-olds liked it most of all, and seven to 10 seems the ideal age for it.

The *Weather Game* (Waddington, £7.50) is another quite good one for younger children. It's a version of the old memory game where players try to match pairs of cards, with an element of luck added by "wind" cards which swoop up people's pairs and reshuffle the layout (useful for older players whose memory isn't what it was). The weather connection is a bit tenuous -

with shrieks of delight and disappeared behind closed doors for hours, emerging to say it was brilliant. Players present each other with modern moral dilemmas, in a game of double bluff - one guessing what answer a particular player will give, the other guessing what answer was wanted, and trying to give another. Challenges when someone gives an out-of-character answer are resolved by speeches for the prosecution and defence, followed by votes.

There are some neat modern moral and social dilemmas - denting a car in

long line of light-up-the-correct-answer quizzes. Twelve cards ask about numbers of objects; mother animals and their babies; matching objects; matching shadows; parts and wholes of animals; which words begin with certain letters, and so on. Our five-year-old reviewer loved it.

E J Arnold's *Golf Game* (£10.44) is designed for primary schools, and does the job of getting children to practise multiplication tables very well, offering several variations of the basic game of getting round a golf course by throwing two dice and multiplying the result.

Finally, and something completely different, we were sent an electronic building set called *Bloc-tronic* (System UK, £44.95). It's an ingenious system of small cubes which lock together to build circuits. Some cubes contain electronic components, others simply provide link wires. There are instructions for making a range of gadgets - Morse code transmitters, burglar alarms, radios, and so on. The kit also attempts to teach something about what different components do, and about logic gates.

The set arrived too late for more than a fairly superficial test. A seven-year-old enjoyed making and exploring the simplest circuits, testing which materials conducted electricity and seeing the most given by adding a transistor to the circuit. A 10-year-old built a reasonable sample of circuits, and a physics teacher had a look at the set's educational value.

The makers have done their best to relate the circuit diagrams to the arrangement of blocks, but the need to fit everything together inevitably causes distortions. It would take very persistent and logical and interested children to work out what was going on when they built their radio or robot, and to work out how to vary the circuits and build their own. Our team of children initially found the set enormously attractive, but the 10-year-old soon realized that it would be very difficult to do much of his own exploring and inventing with anything but the simplest circuits.

It doesn't help that there has to be a lot of information on each block (numbers and letters to help with identification and correct polarity as well as the conventional symbols). The result is that it's hard to identify which component is being used.

Even though its educational value is limited, *Bloc-tronic* is a clever and attractive idea, and a child who likes that kind of thing would have fun with it, and might well want to find out more about electronics. It also has some significant advantages over the usual type of electronics kit with fixed components linked with spring-clips and spaghetti wiring - the things you make are solid and portable, so that you can easily experiment with the meters and test circuits and radios.

Prices given are quoted by Hamley's toy shop in London. Most of the games are stocked by general toy shops; *Golf Game* is available from E J Arnold, Parkside Lane, Dewsbury Road, Leeds LS11 5TD; *Bloc-tronic* from Systems (UK) Ltd, 12 Albany Close, Laverock Road, Reading RG3 1BB.



ing a first lift on a dolphin. Sharks and whirlpools and sea monsters and octopuses provide plenty of hazards, and you're lucky if you get a quarter of your people home.

The game calls for some intelligence: advance planning is needed, and each turn involves several different decisions. The sea creatures have to be moved around at the spin of a spinner, men must be moved, and the island gradually disappears, causing various chances and hazards. The game is a good length, well within the tolerance of less patient parents. Again, Waddington has done a good production job with nice little wooden

the idea is to match cloud with cloud, sun with sun, shower with shower, and the game, like its many stable mates, is good for training young children's memory and concentration. It goes on a bit, but can easily be shortened by cutting down on wind cards.

*Flubber* (Waddington, £11.99) isn't in the least educational. It's a version of the old memory game where players try to match pairs of cards, with an element of luck added by "wind" cards which swoop up people's pairs and reshuffle the layout (useful for older players whose memory isn't what it was). The weather connection is a bit tenuous -

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# Sharp shooting

Barry Fox on 'Make Your Own Video'



Make Your Own Video  
Channel 4,  
Mondays, 6.00pm.

It is good to see Channel 4 trying to take video seriously. The last time was with Adam Faith and it ended up as glitzy puff for new video feature films interspersed with some awful nonsense about the technology. I sincerely regret, therefore, that I cannot be enthusiastic about *Make Your Own Video*.

Although a London newspaper described it as a "live series", it is all too obviously a pre-produced package. The action skips, like a French new wave movie of the Sixties, from educational discussions between presenters Anna Soubry and Philip Chavannes, to some kids who have been making community video in the back of a taxi, an elderly lady who shoots village scenes and some divers who swim around under water with a portable video system.

I watched two episodes and the production team still didn't seem clear on what they were trying to do. Is it supposed to be education or entertainment? The mixture as delivered just doesn't work.

If people are already interested in video they will be irritated by the rambling format. If they are not yet interested, I cannot imagine this series igniting the spark. It is as if someone, somewhere inside Channel 4 fears being accused of transmitting "education" at 6.00pm on a Monday and has thus decreed that everything must be trivialized.

The first programme, "Getting Started", had Anna Soubry and Philip Chavannes, a professional cameraman, awkwardly trying to explain the different formats and camera types available for portable video filming. At one stage an even more awkward shop assistant was dragged in. At the end of it all, anyone who didn't already know all about video formats would know even less. Surely the best way to explain a complicated situation, like the muddle of video formats which exists, is to do some crisp talking direct

to camera while demonstrating the hardware.

Soubry continually tries to elicit answers from Chavannes, which seems an odd and lengthy alternative to just saying something in plain English. At one stage she wonders "You wouldn't normally keep a tape in the camera, would you?" and Chavannes agrees that it's "best not to". But why not?

The second programme, "Shooting", was a little less awkward, presumably because Soubry and Chavannes are new to television and learning all the time. How much better it would have been if the producers had pulled in a professional presenter and got amateurs to shoot video sequences which were then constructively criticized by a professional cameraman like Chavannes. Instead we get interviews with the people who make videos in the back of a cab... "What's that on the roof?" - "Polystyrene tiles" - "Good idea?" Or Soubry puts on headphones: "So I'll be able to hear the sound?" - "Yes".

When someone is about to dive under water with a video kit it is far more useful to explain how the viewer finds works than have a Ms Soubry point at a square marker and waffle on about "That's a full frame, is it?"

If a newspaper or magazine journalist interviews someone who isn't very talkative, or underwater at the time they don't print the string of boring prompt questions. All that goes into print is the useful comment which is elicited. Does Channel 4 really think the public can digest only disguised information?

There are also some technical puzzles. The diver infers that all auto focus cameras work with infra-red radiation; they don't, but it isn't explained. There is talk about all microphones leaving their own problems. A rifle mic is shown but no one says what its disadvantage is.

Perhaps things will have improved by the end of the series. I shall never know because I shan't be watching. But if Channel 4 try again to put out a sensible programme about video, I'll gladly try switching on.

## briefings radio & tv

Continuing education  
and general interest

**A QUESTION OF ECONOMICS (SATURDAY, 09.25 CA)**  
"How Others Cope" compares Britain's economy with that of other countries. In particular it asks why Austria's economy has continued to look good in a world recession.

**PLAY SAFE - AIDS AND YOU (Sunday, 21.00 R1)**  
Janet Long presents a hard-hitting documentary to warn young people of the dangers of unprotected sex and drug injection. The programme offers advice on self-protection, a free information pack and a phone-in service.

**APARTHEID (Tues, Wed 21.00, 22.30, ITV)**  
A four-part report, attempting to answer the question "How did South Africa get into its present mess?", examines the history of suppression from British colonialization to the present day.

**SEARCHING THE ASHES (Wednesday, 20.50 R4)**  
A translation of a prize-winning documentary about Auschwitz, based on the secret notebooks and letters of prisoners.

**BRASS TACKS (Thursday, 20.20 BBC2)**  
What is the truth about the safety of nuclear power? Peter Taylor looks at what will turn the tide of opinion for or against a nuclear future.

## No good news

Victoria Neumark on last week's programmes on AIDS

**Make Up Your Mind: How Can We Limit the Spread of AIDS?**  
Education Now AIDS  
Both on Radio 4 VHF, December 9  
Cassette from BBC School Radio Shop, £5.50.

*Make Up Your Mind* is a School Radio programme which, under the guise of "stimulating thinking and talking about ethical and moral problems created by topical developments in science", appears dedicated to reassuring all young folk that scientists have it under control.

At times ludicrously anodyne, presenter Susie Grant skillfully interweaves a brief summary of current scientific knowledge with a studio debate between sixth formers and professionals from all sides of the arguments. Dialogue like "Well, has that reassured you?", "Not really, but 'Good, we'll go on to the next question', hardly seems to stimulate thinking or talking, while Ms Grant's

A major new initiative to support the teaching of technology and design will be launched by BBC Education in the New Year. The project includes television and radio programmes, computer software and publications which can be used with a wide age and ability range.

The package is designed to fulfil some of the aims of the HMI Statement Curriculum 5-16, which establishes technology as one of the nine areas of experience that form the basis of the new curriculum. It also seeks to involve the pupils actively in the process of technology, mainly through the use of computerized simulations but also by suggesting project work to be undertaken in the classroom.

Three television programmes in March will introduce the package, with industrial case studies to illustrate the themes of packaging, sorting and moving. Each 20-minute programme will pose a problem which can be investigated in the classroom.

Of the radio programmes, 12 are for small group and individual use and

preparation for a "now for the good news" style hardly matches the subject of AIDS. There is as yet absolutely no good news.

Useful factual information from the first half of the programme details how AIDS cannot be caught from kissing or sharing bed-linen, what the offending virus does, and what sufferers from ARC (AIDS-related complex) might endure, but it is also marred by the keenness to optimize. The percentage of infected carriers who go on to develop the disease, which sooner or later means death, is put by a recent American study at 50 per cent. Within seven years 75 per cent of those with dia, according to a German study. And the remaining 25 per cent will have merely survived those seven years; they are not well or cured. To say then that AIDS is less serious than Hepatitis B, as one doctor does, is to ignore this slow and inevitable fatality.

The second factor which marks out AIDS is of course its spread by sexual transmission. Safe sex is far more important for preventing it, than

screening, voluntary or otherwise, but the school children, in common with many MPs, preferred to discuss the more refined topic of screening. Attempted suicides caused by insensitive screening are in turn easier to talk about than the reported threat by an AIDS-positive "rent boy" that "the world had - and him to death", but since sex is a very strong urge, as one doctor insightfully pointed out, it is no good crossing our fingers and hoping the epidemic won't affect us.

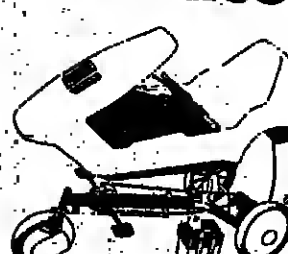
Callers to *Education Now's* phone-in, hosted by Libby Purves, were worried by the whole spectrum of AIDS-related fears, from dental examinations to transmission by insects and, from Haringey's teaching of positive images of gay life to what becomes of AIDS babies. The quality of answers was much higher, and it was good to be told that the virus is not magical and can be killed by bleach. Resistance to informing children about anal intercourse still runs high; some people prefer death to "dirty" talk.

helps guide the pupils through the computer programs. The BBC also intends to produce a number of computer software packages which will not be linked to the radio programmes. The four radio programmes for class use will introduce the pupils to technology in the real world. They will encourage them to look at everyday items in such a way as to see the relevance of technology to everyday life. The radio programmes will all be transmitted as night-time broadcasts which can be pre-recorded in February.

The teachers' notes support both the radio and television programmes and contain pupils' worksheets which can be photocopied. They contain illustrations, extra information and practical suggestions. There is also a Radio-visual slide pack of material derived from radio and television broadcasts for teachers to use to construct their own presentations.

Carolyn O'Grady

## Technics



four for class use. The first serve as 10-minute units to introduce an idea or technique which is used by technologists in problem-solving, for example, pneumatics, electronics systems, gears and linkages. Some take the form of "computer" synchronized audio, which means that the tape of the radio broadcast can be used alongside computer software - the radio broadcast

## Classified Advertisements

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**Craft, Design &  
Technology**

**Other Assistants**

**LONDON EC4**

**CITY OF LONDON SCHOOL**

HMC 800 day boys 10-18

A well-qualified and enthusiastic teacher of OE, Design and Technology is required for September 1987 to help expand this new and well-respected department. Applications from newly qualified teachers will be welcome.

Salary substantially above Burnham. The school gives in summer of the year to significant newly-qualified and newly-qualified teachers on a favourable basis in the City.

Applications, accompanied by a full curriculum vitae and the names, addresses and telephone numbers of three referees, should be sent to the Headmaster, City of London School, 60 Abchurch Lane, London EC4N 3DF. Tel: 01-485 9661. (56074) 189424

**Economics & Business  
Studies**

**Other Assistants**

**SURREY**

**ST JOHN'S SCHOOL**

Leatherhead, Surrey

HMC Day & Boarding 150 in

Sixth Form

For January 1987, part-

time Economics teacher

with full curriculum vitae

and names of three referees

to be sent to the Headmaster

St John's School, Leatherhead

01-836 0411 (56064) 189924

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**English**

**Heads of Department**

**LONDON W6**

**LATIMER UPPER SCHOOL**

King's Road, London W6 9LT

Independent, HMC, 1000

boys

Required for September

1987, a well-qualified and

enthusiastic teacher of

English, with full curri-

culum vitae and names of

three referees to be sent

to the Headmaster, Latimer

Upper School, King's Road

London W6 9LT. Tel: 01-894

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**History**

**Heads of Department**

**YORKSHIRE**

**QUEEN MARGARET'S**

SCHOOL

Barwick Park, York YO4 6EU

Tel: 01904 87 351

500 girls 11-18

Required for September 1987

a well-qualified and

enthusiastic teacher of

History, with full curri-

culum vitae and names of

three referees to be sent

to the Headmaster, Queen

Margaret's School, Barwick

Park, York YO4 6EU. Tel: 01904

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**London N16**

**MELBURN SCHOOL**

11 Melburn Road, London

N16

Requires a History Teacher

for September 1987. Attractive

hours and conditions of em-

ployment.

Scale 2/3/4 post could be

filled.

Applications should be sent

to the Headmaster, Melburn

School, 11 Melburn Road, Lon-

don N16. Tel: 01-485 9661.

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## Assistant County Youth and Community Services Officer

E15887-E17154 at Springfield, Maidstone, to assist the County Youth Officer in the County's provision of the Youth Service and be specifically responsible for liaison with voluntary youth organisations, buildings, administration and documentation. In addition, the officer will assist in the management and delivery of the Community Programme and Youth Training Schemes. The post is open to qualified teachers and Youth and Community Workers with official level experience.

Application forms and further details returnable by 2 January from Brian Oatley County Education Officer (Ref. P61V1) Springfield, Maidstone, Kent, ME14 2LJ. Telephone (0622) 671411, ext. 2509. For an informal discussion ask for extension 2485 or 2512. If you wish your previous application to be reconsidered, please let me know in writing.

1004781



## SULTANATE OF OMAN

### Royal Oman Symphony Orchestra Instrumental Teachers

Vacancies exist in this progressive Orchestra, integrated with full Academic programme for experienced Instrumental Teachers of the following instruments to augment the present European teaching staff. Successful applicants would be required to take up posts early 1987.

- Two Violinists** - One of whom would be required to assist in general string tuition, and one to assist beginners up to Grade 8 Associated Boards, Royal Schools of Music examinations.
- One Double Bassist** - Applicants should have a knowledge of teaching in small groups and the ability to teach a second instrument would be an advantage. The possession of a recognised instrument teaching diploma and some experience in teaching would be necessary.

General conditions of service are as follows:-  
**Salary** - Omani Rials 560,000 per month, which at the current rate of exchange is £1,000.00 tax free (A housing supplement of £600.00 is included in this above salary scale).

- Gratuity** - 20% of basic salary per annum  
**Contractual Period** - Two years renewable by one year periods  
**Leave** - 45 days per annum with free economy class return air passage.  
**Age Group** - 25 to 45 years  
**Status** - Unaccompanied  
**Accommodation** - Free furnished and air conditioned accommodation and electricity/water.  
**Medical** - Free medical and dental treatment  
**Transport** - Car provided with free maintenance and petrol (valid UK driving licence required)  
**Air Passage** - Free economy air passage from country of residence at commencement and termination of contract.

Applications to be accompanied by full CV and photograph in the first instance. Interviews to be held in London late December 1986.



Replies to Charles Kendall and Partners Ltd, 7 Albert Court, Prince Consort Road, London SW7 2BJ. Ref: MP779

## YOUTH & COMMUNITY

continued

**GROUP WORK AND FAMILY WORK**  
A voluntary organisation, the Youth and Community Services Officer, is seeking a person to work with young people who are in trouble and their families. Salary £7,000 - £12,500. Further details from Mike Herlihy, Yorkshire Rail Trust, 100, York Road, York, YO1 1AA. Tel: 0904 421103. (460000)

## Overseas Appointments

**APPLICATIONS** for one year teacher exchange posts in Egypt, Jordan, Saudi Arabia, and the United Arab Emirates. The posts are for English and Mathematics teachers. Further details from the British Council, 100, Whitehall, London SW1A 2BQ. Tel: 01-222 3000. (460000)

**EGYPT**  
CAIRO, JUNIOR & SENIOR STAFF  
Applications for 1987. Interviews in UK. Further details from the British Council, 100, Whitehall, London SW1A 2BQ. Tel: 01-222 3000. (460000)

**GERMANY**  
Teacher required for English and Mathematics in a school in the Ruhr area. Further details from the British Council, 100, Whitehall, London SW1A 2BQ. Tel: 01-222 3000. (460000)

## THE SAUDI ARABIAN INTERNATIONAL SCHOOL (BRITISH SECTION), RIYADH.

PACES RECRUITMENT CONSULTANTS have been engaged by the school to find a

## BURSAR

for this independently funded school of 900 pupils, which provides education up to Common Entrance level mostly for families of British expatriates.

The appointment will commence in April or June 1987, and the Bursar will be responsible to the Headmaster, for Administration, Finance, school maintenance and the supervision of a building improvement programme.

Candidates (single or married status), should have experience in Administration, an Accounting background is desirable, as is some familiarity with Computers. Previous experience abroad, preferably in the Middle East, would be an advantage.

Salary scale currently equivalent to £20,000 to £26,000, TAX FREE, depending upon qualifications and experience. Furnished accommodation is provided, with annual return air fare, a two year renewable contract and car purchase assistance.

Interviews in London in late January 1987.

For further details, please send a large stamped addressed envelope to: PACES, 65 Eccleston Gardens, St Helens, WA10 3BN. Closing date 2 January 1987. (00483)

## COLOMBIA - SOUTH AMERICA COLEGIO COLOMBO BRITANICO-CALI

Headmaster: Michael W. Cross, M.A.

This prestigious, bilingual, co-educational school of 1,000 students requires the following staff for August 1987:

- General subjects teachers for Primary section (ages 7-11).
- Head of Languages faculty. Candidates must be able to teach English to L.S. Higher level.
- Teacher of Chemistry.
- Teacher of Physics.
- Teacher of Mathematics.
- Teacher of English.

Two-year contract, renewable. Return air fares for teachers and family. Generous local salary, with terminal gratuity. Employer's share of U.K. Superannuation and membership of health scheme paid by school.

Please send, by Air Mail, complete curriculum vitae with recent photograph and the names and addresses of 3 referees to the Headmaster, Colegio Colombo Britanico, A.A. 8774, Cali, Colombia, South America. Further detailed information will be sent by return to suitable candidates. Interviews will be held in London late February/early March. (00483)

## GREECE

English teacher for 2 children in a private school. Further details from the British Council, 100, Whitehall, London SW1A 2BQ. Tel: 01-222 3000. (460000)

## GREECE

English teacher for 2 children in a private school. Further details from the British Council, 100, Whitehall, London SW1A 2BQ. Tel: 01-222 3000. (460000)

## ISTANBUL

The English Centre requires EFL Teachers for EFL and Turkish. Further details from the British Council, 100, Whitehall, London SW1A 2BQ. Tel: 01-222 3000. (460000)

## JAPAN

TEACH ENGLISH IN JAPAN  
A reputable language school in Hiroshima requires EFL teachers for English and Japanese. Further details from the British Council, 100, Whitehall, London SW1A 2BQ. Tel: 01-222 3000. (460000)

## JORDAN

A large English speaking school in Amman requires an Overseas/Commissioner for English and Mathematics. Further details from the British Council, 100, Whitehall, London SW1A 2BQ. Tel: 01-222 3000. (460000)

The successful applicant will have a special interest in the teaching of English and Mathematics. Further details from the British Council, 100, Whitehall, London SW1A 2BQ. Tel: 01-222 3000. (460000)

Personal qualities looked for include enthusiasm, energy, creativity, patience and firmness. Further details from the British Council, 100, Whitehall, London SW1A 2BQ. Tel: 01-222 3000. (460000)

For further information please apply to: Mrs. Elizabeth Nixson, Amman, Jordan. Tel: 061 1300781. (460000)

## TWO E.F.L. TEACHERS

Oman Aviation Services, an expanding Airline Company, is embarking on a large and ambitious training scheme for the labour force, urgently requires Two E.F.L. Teachers.

Only candidates fulfilling the following conditions need apply:

- B.A. or B.Ed in English or Modern Languages/English teaching certificate, or P.G.C.E.
- R.S.A. prep/dip. or any equivalent E.F.L. Certificate. E.S.P. experience in Aviation English an advantage.
- 5 years experience with at least 2 years in the Middle East or any other part of the Arab World.
- Knowledge of Arabic or French an advantage.
- Applications from suitably qualified couples will be given priority.

The positions are offered on a two year renewable contract basis and carry an attractive salary with free accommodation, medical care, paid home leave, gratuity and concessional travel etc.

Candidates are requested to send their applications with complete curriculum vitae, 3 recent passport size photographs and photocopies of degrees, diplomas etc. within 15 days from the date of publication of this advertisement to:

Personnel & Administration Manager,  
Oman Aviation Services Co.  
(S.A.O.),  
PO Box 1058, C.P.O.  
Seeb Airport,  
Sultanate of Oman  
Ann. No. 5205



## KING'S COLLEGE MADRID SENIOR SCHOOL - 450 PUPILS 32 STAFF

Wanted for January 1987 - Teacher for Girl's physical education and general subjects.

Wanted for September 1987 - teacher for Geography - experienced graduate to take charge of subject and teach to 'O' and 'A' level of G.C.E.

King's College is an independent day and boarding school with 920 pupils between 3-19 years.

The school is housed in modern purpose-built premises in 8 acres of ground in the countryside near to Madrid.

Applications with full C.V., addresses and telephone numbers of two referees (including present or most recent employers) and photograph should be sent immediately to Mr Peter Stokes, 44 St. Catherine's Rd., North Chingford, London E4.

Interviews will be held in London in early January. (0047)

## TEACH IN USSR

The Anglo-American School of Moscow, an independent school affiliated with the American, British, and Canadian Embassies in Moscow, USSR.

Enrollment: 280 children from 30 countries. Accredited Member: ECIS

Faculty Openings for August 1987:

- Self-contained Classroom Teachers, Infants (5's), Juniors (7's & 8's)
- English, 1st & 2nd forms/Drama
- Mathematics, 1st & 2nd forms
- Science, 1st & 2nd forms
- Computer Studies, Upper levels
- Musical, All levels/Dance
- Physical Education, Lower levels
- School Librarian
- ESL, All levels
- Business Manager
- Registrar

Minimum Requirement for Teachers: College degree & 2 years' full-time teaching experience. Initial Contract Period: 2 years

Excellent Salary & Benefits, including furnished apartments and all travel costs.

Teaching or teaching/administrative couples preferred. Application Deadline: January 15, 1987 (Allow minimum 2 weeks' mailing time.)

Send resume with references and cover letter describing your educational philosophy to: The Director, Anglo-American School of Moscow, c/o P.O. Moscow, King Charles Bl. London, SW1A 2AH. (00483)

# Experience a different world in Botswana

## SECONDARY TEACHERS - VARIOUS SUBJECTS

An opportunity to teach in Botswana... the chance to contribute to a fast-developing culture and gain the experience of a lifetime.

Botswana is an African country with a great deal to offer, fully committed to the rapid expansion of its secondary school system. The people are exceptionally friendly and welcoming, and parents value very highly their children's education.

Starting in August 1987, there are opportunities for teachers in schools, in towns and villages throughout the country. The age range in the schools is approximately 12 to 16, and teachers are needed in a wide range of subjects. Contracts which are initially for 2 years may be extended by mutual agreement and there are good opportunities for promotion.

All applicants must be qualified teachers with BA/BSc and PGCE or BEd. Main subjects required are: Mathematics • Physics • Chemistry • Biology

- English • Craft, Design and Technology
- Agricultural Science • Home Economics
- Subsidiary subjects include Art, Music and PE. If you can contribute to extra-curricular activities or help in the school library, this would be a great advantage. Teaching experience is not essential.

With a hot, dry climate, wide open spaces, game parks and the fascinating wild-life of the Okavango Delta, Botswana offers exciting opportunities for leisure activities. Easy access to other African countries and generous annual holidays mean there are extensive travel possibilities.

Starting salary - in line with the local cost of living - is from around P9,000 to P16,900 depending on qualifications and experience (£1-P2.65 approximately). A tax-free gratuity equal to 25% of your total salary will be paid at the end of your contract.

Other benefits include subsidised accommodation normally in simple

modern bungalows; possible car purchase loan scheme; medical insurance; installation grant; and a residential briefing course before departure.

If you would like to know more about these exciting opportunities, please write or phone for full details and an application form.

Closing date for applications is 7th January 1987. To apply please write quoting Ref 86A 180-2627 to the Teachers for Botswana Scheme, Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA, or telephone 01-499 8011 extension 3332 or 3327.



## ADMINISTRATION LOCAL EDUCATION AUTHORITY

**BUCKINGHAMSHIRE**  
EDUCATION DEPARTMENT  
Equal Opportunity Employer  
COUNTY CO-ORDINATOR - T.V. & E.V. I. Extension programme across the County. Further particulars and application forms from Cheltenham Education Office, County Hall, Aylesbury HP20 1JZ, or Tel: Aylesbury (0494) 326000. Ext. 8120. Closing date for applications: 24th January 1987. (460000)

**DURHAM**  
COUNTY COUNCIL  
CAREERS SERVICE  
EQUAL OPPORTUNITY EMPLOYER  
SPECIALIST CAREERS OFFICER - OFFICE OF THE DIRECTOR OF CAREERS OFFICE. The post is on a permanent basis. The salary scale is £7,511 to £15,112 per annum. A Car User Allowance is payable in respect of both posts. A Union Membership Allowance is also payable. Further details and application forms returnable by 9th January, 1987, from the Director of Education, County Hall, Durham DH1 1SU on receipt of a stamped addressed envelope. (460000)

## Education Department ASSISTANT SCHOOLS CATERING OFFICER

Salary £9,216-£11,271

Candidates must have relevant experience in large scale institutional or commercial catering. Applicants should hold a relevant qualification.

The successful applicant will be one of a team of three Assistant Catering Officers and will be responsible to the Principal Schools Catering Officer for all matters connected with the provision of meals in specific schools.

A car user allowance will be paid and there will be assistance with removal and resettlement expenses in approved cases. Oldham is situated within easy reach of Manchester with its excellent road and rail links to all parts of the country and is bounded by the unspoiled beauty of the Pennine Chain.

Further particulars and application forms obtainable from the Director of Education, Oldham Education Office, Chadderton, Oldham, OL9 6PP, to whom applications should be returned by 31st December 1986. (04684)



Job Sharing applications are welcome

## MAI LAWI

ST. ANDREW'S  
CHURCH OF ENGLAND  
Primary School

Applications are invited for suitably qualified persons for the following posts:-

- Head of English - Required April
- Head of History - Required April
- Head of Physics

Assistant Teachers of Biology and Integrated Science

Geography

History

St. Andrew's is a multi-national, multi-racial, co-educational boarding and day school of 600 plus pupils who take C.E. and A.E.B. A level examinations.

ST. ANDREW'S PRIMARY SCHOOL

Applications are invited from suitably qualified primary school teachers for the following posts:-

This multi-national, multi-racial, co-educational boarding and day school follows the U.K. educational system. It has a full staff and an ability to teach the usual personal games at all levels.

All posts available September 1987 unless otherwise stated.

All posts include subsidised accommodation, return family leave, and a year contract and end of contract leave pay.

Malawi is a stable, friendly and beautiful country with a healthy climate and good opportunities for recreational pursuits.

Applications including full C.V., contact telephone numbers and details of two referees should be forwarded to: The Headmaster, St. Andrew's Primary School, P.O. Box 8588, Lilongwe, Malawi. Closing date: 12th January 1987. (460000)

## SPAIN

Experienced EFL teachers required for Murcia, Spain for January 1987. Only qualified, experienced teachers considered. Knowledge of Spanish desirable. London - Interviews in

Christians period. Full C.V. with photograph to Murcia International Language Centre, Plaza San Bartolome, 2 EBF Bld, Ent. 1, Murcia 30003, Spain before 15th December or before 15th January 1987. Worsley, 5012 7AT. (460000)

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## ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD APPOINTMENT OF CHIEF EXAMINERS

Applications are invited from suitably qualified teachers for appointment to the posts of Chief Examiner for the following subjects:

- Audio-Transcription
- Short-hand-Transcription
- (details and application forms available from Sarah Beacock)
- Typewriting Skills
- Word Processing
- (details and application forms available from Elizabeth Bridges)

## APPOINTMENT OF ASSISTANT EXAMINERS

Applications are invited from suitably qualified teachers for appointment to the posts of Assistant Examiner for Audio-Transcription (details available from Elizabeth Bridges).

RSA, John Adam Street, Adelphi, London WC2N 6EZ (Tel: 01-950 5115).

## Social Services

### LANCASHIRE

UNIVERSITY OF LANCASHIRE  
APPOINTMENT OF CHIEF EXAMINERS  
Applications are invited from suitably qualified teachers for appointment to the posts of Chief Examiner for the following subjects:

## APPOINTMENT OF ASSISTANT EXAMINERS

Applications are invited from suitably qualified teachers for appointment to the posts of Assistant Examiner for Audio-Transcription (details available from Elizabeth Bridges).

RSA, John Adam Street, Adelphi, London WC2N 6EZ (Tel: 01-950 5115).

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